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ABSTRACT

This study is the second phase of a five-phase evaluation of Individually Guided Education (IGE) in elementary schools. Its purpose was to look at a nationwide subsample of 30 schools to determine validity of Phase 1 self-report data: implementation history and utilization of IGE network resources; feasibility of gathering IGE cost data; and IGE implementation and the refinement and renewal process. Data were collected from observations, individual and group interviews, documents and other written materials, and meetings. Results indicated that in most schools, the self-report data were considered valid although the survey posed difficulties for some. Differences in understanding, valuing, and implementing IGE components were found across the 30 schools. It was also found that cost data were difficult to obtain in common form across all schools, especially on a few weeks' notice. It was concluded that external assistance for implementation and training has declined and that there is also an apparent decline in implementation level and in affiliation with the state IGE networks. At the same time, many schools feel self-sufficient in continuing IGE and appear to have achieved their desired level of implementation. Results also indicate that a well-planned installation period is clearly related to a strong IGE Program. (Author/JM)

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Technical Report No. 499

IGE EVALUATION, PHASE II
ON-SITE VALIDATION AND DESCRIPTIVE STUDY: FINAL REPORT

by

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Report from the Project on
Evaluation of Practices in Individualized Schooling

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MISSION STATEMENT

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- conducting and synthesizing research to clarify the processes of school-age children's learning and development
- conducting and synthesizing research to clarify effective approaches to teaching students basic skills and concepts
- developing and demonstrating improved instructional strategies, processes, and materials for students, teachers, and school administrators
- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

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CENTER FOR INDIVIDUALIZED SCHOOLING

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3. Phase I Staff Information Sheets
4. Computer Tape RCG-894
5. ICE Phase II Computer Tape Codebook

Abstract

This study is the second phase of the R & D Center's five-phase evaluation of IGE in elementary schools. Data for the year-long study were collected by professional staff of Research Triangle Institute under a subcontract with the Center. The purpose of Phase II was to study a nation-wide subsample of 30 Phase I schools in terms of: (a) validation and clarification of self-report data obtained in Phase I, (b) description of implementation history and utilization of network resources, (c) assessment of the feasibility of gathering specific IGE-related cost data, and (d) exploration of the dynamics of the implementation and refinement/renewal processes. A key feature of sample selection was inclusion of schools with higher and lower implementing status according to self-report data supplied in Phase I.

An extensive list of topics was developed, reviewed, and piloted to guide the field work in direct site-visit activities. Data were collected through observation, individual and group interviews, study of documents and materials, and attendance at meetings--with a focus on the school as a whole as well as the two units in which students had been tested in Phase I.

In the majority of schools, the Phase I self-report survey results were considered realistic, although the IGE Implementation Survey (77 items) was found to be tiring to some and posed difficulties for respondents in "part-IGE" schools. The existence, meaning, and use of specific school-wide instructional objectives were not obvious or consistent in many schools. Similarly, differences in understanding, valuing, and implementing IGE components were found across the 30 schools. While the multiunit organization is widely implemented and other components are inconsistently practiced, implementation of the Model for Instructional Programming for the Individual Student appears to remain at a relatively low level across this sample. It was also found that cost data were difficult to obtain in common form across all schools, particularly on a few weeks' notice.

From the historical perspective, it was concluded that external assistance for implementation and training has declined in this sample, whether in actuality or in importance to local schools; there is also an apparent decline in implementation level and in affiliation with the state IGE networks. (At the same time, many schools feel self-sufficient in continuing IGE and appear to have achieved their desired level of individually guided instruction.) A well-planned installation period--including staff commitment, curricular objectives, and parent approval--is clearly related to later emergence of strong IGE status; cooperation and the acceptance of change are among the key qualities for successful implementation.

Foreward

This technical report summarizes information about the practice of schooling derived from a sample of schools which were identified as implementors of Individually Guided Education (IGE). Phase II is one of five related phases of an extensive study designed to evaluate IGE. In the following pages, I will describe the purpose and design of the IGE Evaluation Project.

The IGE Evaluation Project

Through the combined efforts of the Wisconsin Research and Development Center for Individualized Schooling (R & D Center), the University of Wisconsin IGE Teacher Education Project, the Kettering Foundation (/I/D/E/A), and IGE coordinators in 25 states, more than 2,000 elementary schools have adopted a system of elementary education called Individually Guided Education (IGE). However, prior to this study, no comprehensive picture existed which showed how extensively or how effectively IGE had been implemented in these schools.

Thus, the purpose of the IGE Evaluation Project was to evaluate IGE in order to gain a more comprehensive view of the system's operation and effectiveness. The desired outcome was to identify which features contribute most to the success of reading and mathematics instruction as a result of individualized schooling. It was assumed that the features we would identify could be related to the R & D Center's emerging theory of schooling. In addition, methodological procedures and paradigms used in the study would be of general interest to other scholars studying schooling practices.

For more than a decade, IGE has been the primary program of the R & D Center. It is a complex system based on theoretic and pragmatic ideas about schooling, children's learning, and the professional roles of school staffs. The IGE program contains seven components:

1. Multiunit elementary school organization,
2. Instructional programming for the individual student,

3. Assessment and evaluation for educational decision making,
4. Curriculum and instructional materials and activities for each child's instructional program,
5. Home-school-community relations programs,
6. Facilitative environments for professional growth, and
7. Continuing research and development for system improvement.

Each of these seven components is the result of a long, collaborative study by various scholars and professional educators.

Four types of variables were identified to guide the evaluation of IGE: pupil and staff outcomes, means of instruction, support systems, and pupil and staff background. With these variables in mind, a descriptive framework was developed that considers outcomes of IGE as a function of both instructional means and the degree of implementation (Romberg, 1976). Figure 1 shows how the four types of variables are related.

1. Pupil and staff outcomes, and the extent to which these outcomes have been attained, should be the initial basis of an IGE evaluation. As Klausmeier (1977) stated:

Students, upon completing IGE elementary schooling, should have achieved more than in other kinds of schools, should have acquired higher-level of conceptualizing skills and other abilities which enable them to continue to learn, and also should have developed healthy self-concepts (p. 7).

If pupil outcomes change because of changed activities, those changes are, in part, a result of changed teacher activities. The extent to which staff changes are reflected in increased knowledge about individuals and schooling or in changed attitudes and values should be reflected in an IGE evaluation plan.

Both pupil and staff outcomes are illustrated in Figure 1 as being multivariate and multilevel. Pupil outcomes include achievement in reading and mathematics, cognitive skills such as conceptualizing and problem solving, and self-direction. Staff outcomes include knowledge teachers have of IGE principles which are related to individual differences among students and instruction using the instructional programming model, attitudes about children and schooling, and perceived value of education.

TYPE OF VARIABLE

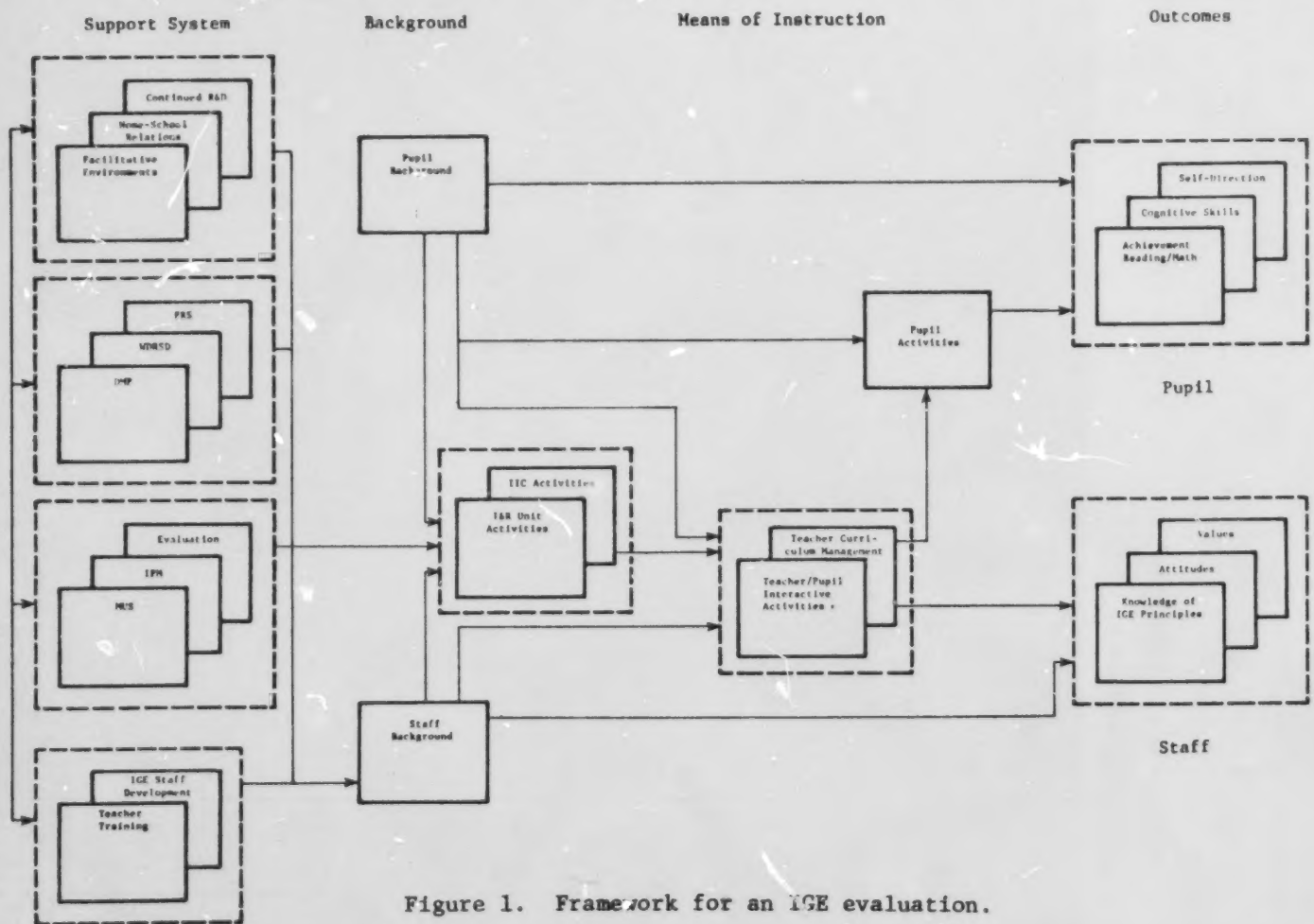


Figure 1. Framework for an IGE evaluation.

2. The instructional means of formal schooling must be a second basis of an IGE evaluation. It has been fashionable in evaluation circles to concentrate on ends or outcomes and to ignore the means by which they are reached. Reform movements, such as IGE, invariably attack the properties of means. Schooling should be more in context and learning should occur by doing. To this extent, judging the value of the means is as important as assessing outcomes.

Means of instruction were separated into three sets of activities based upon the operating characteristics of IGE schools; namely, staff activities of the Instructional Improvement Committee (IIC) and the Instruction and Research Units (I & R Units). Activities of the staff teacher (in both curriculum management and pupil interactions), and activities of pupils as they are related to reading and mathematics instruction.

3. The degree to which the support systems of IGE have been incorporated and developed in a school must be judged. The seven components of IGE have evolved as practical features of schools needed to support new instructional methods which in turn produce desired pupil and staff outcomes. It can be argued that the efficiency of an IGE school depends upon which components have been implemented and how well they are operating.

The support systems for an IGE learning environment were separated into four categories in Figure 1. The first includes the multiunit organization, instructional programming, and evaluation (IGE Components 1, 2, and 3). The second category, curricular materials compatible with instructional programming and evaluation (IGE Component 4), is shown by identifying the three major curricular products developed for IGE. These are: the Wisconsin Design for Reading Skill Development (WDRSD) (Otto, 1977), Developing Mathematical Processes (DMP) (Romberg, 1977), and the PreReading Skills Program (PRS) (Venezky & Pittelman, 1977). The third category, includes home-school-community relations, facilitative environments, and continued research and development (Components 5, 6, and 7). The final category of support systems includes the teacher training and IGE staff development programs.

4. The fourth type of variable in Figure 1 is pupil and staff background. These variables were included because knowledge of prior pupil achievement, level of motivation, and learning style is assumed to be necessary for efficient grouping of students and selection of appropriate activities. Similarly, staff experience with IGE principles, with working in groups, and with pupils are important.

The functional relationships illustrated in Figure 1 convey the following premises: (a) the degree to which IGE support systems have been implemented, together with pupil and staff backgrounds, directly influences the means of instruction in an IGE school; and (b) the means of instruction, along with pupil and staff backgrounds, account for pupil and staff outcomes.

To see how this Phase II report fits into the overall study, let me describe, in some detail, all five phases of the project.

Phase I consists of a large sample study which provides basic information about IGE schooling. Certain features of IGE schooling have been reputed to be crucial to IGE success. The purpose of Phase I was to examine the extent to which those presumably essential features have been implemented among IGE schools and to assess the effectiveness of that implementation. In this large sample study (including approximately 155 IGE schools), information was gathered using self-report surveys from IGE school staff members and standard paper-and-pencil instruments from students. The data were intended to provide a functional understanding of IGE features, processes, and outcomes by relating a broad scope of variables in an interpretive manner. The specific objectives were:

1. to determine the degree to which the seven components of IGE had been implemented in IGE schools.
2. to describe the implementation of IGE components in terms that can be related to means of instruction, particularly in reading and mathematics, and then to examine the relationship of this implementation to means of instruction.
3. to describe the implementation of IGE components in terms that can be related to staff outcomes, and then to ascertain the relationship between this implementation and staff outcomes.

4. to describe the implementation of IGE components in terms that can be related--presumably by way of instructional means--to pupil outcomes such as reading and mathematics achievement, selected cognitive skills, and aspects of personality development, and then to ascertain the relationship of component implementation to those pupil outcomes.

The means of instruction and the outcome variables of this study are, without question, influenced by multiple causes that operate simultaneously. This multiplicity of causes resists easy description. Since causal relationships are easier to study when considered in isolation, most studies have examined only one or a few causal relationships. With respect to IGE, simple comparisons between IGE as an undifferentiated package and one or a few other educational alternatives provide us with little information about specific features and processes that occur in IGE schools. Using structural equations, Phase I simultaneously examines relationships among the network of variables believed to influence means of instruction, staff outcomes, and pupil outcomes--thereby advancing our understanding of each IGE feature and the network as a whole.

Phase II verifies the self-report data gathered in Phase I as well as extends data collection to include more fully the range of variables that determines the processes of schooling. Specifically, the objectives of Phase II were:

1. to determine the validity of the self-report data gathered in Phase I.
2. to use interview and observation data to extend the information about each category of variable.
3. to ascertain the role of developmental agencies in the national diffusion process as perceived in IGE schools.
4. to gather cost data so that some indications of cost-effectiveness can be determined.

The areas of cost and of implementation history, including the role of developmental agencies, are the primary additions to Phase I data. The

importance of cost analysis has been discussed by Rossmiller and Geske (1977). Adoption and institutionalization of innovative practices are processes which interest not only practitioners and scholars, but also funding agencies (Berman & McLaughlin, 1976).

Phase III focuses on the social meanings which would emerge as IGE is used on a day-to-day basis. The problem of understanding the impact of educational reform can be approached by viewing schools as having a "culture" which governs their members. "Culture" allows us to think of a school as a complex social arrangement consisting of underlying patterns of conduct which channel thought and action within that setting. Failure of educational planners to consider the cultural patterns of schools has produced unanticipated and unintended results from reform efforts. Research into the impact of educational reform suggests that changes in school programs frequently do not alter existing educational patterns, but instead incorporate the reforms into the everyday patterns of school life. Early in the development of IGE, the R & D Center explicitly stated that the purpose of IGE schooling was to alter the substantive nature of curriculum and instruction in elementary schools (Klausmeier, Morrow, Walter, & Way, 1968). It was argued that as schools incorporated IGE, new patterns of conduct, values, and attitudes would emerge. In part, the program would instill a sense of intellectual vitality, critical thought, and personal responsibility into students' work. From a different perspective, it could be said that the professional activities of the staff were to be infused with a sense of participation--an active searching for new information and new processes and skills. But, does the implementation of IGE significantly alter teachers' conceptions of their jobs and students' conceptions of learning? Do new patterns of conduct, values, and attitudes develop in IGE schools or are old behaviors disguised in new forms? Answers to these questions, in combination with those guiding the other phases of the evaluation, will help to provide a comprehensive perspective for understanding the impact of IGE upon schooling.

Phase IV determines (a) how effectively the three curricular programs developed for IGE to meet their objectives and (b) what the relationship of pupil outcomes is to instructional time and means of instruction. Phase IV provides information about pupil activities and pupil outcomes as they

relate to specific objectives. The success of IGE depends heavily on the availability of curricular materials compatible with instructional programming for the individual student and the availability of appropriate evaluative procedures (Klausmeier, Rossmiller, & Saily, 1977). The three programs developed at the R & D Center--the Wisconsin Design for Reading Skill Development (WDRSD), Developing Mathematical Processes (DMP), and PreReading Skills Program (PRS)--were designed to meet this need.

Phase V synthesizes the results of Phases I through IV of the IGE Evaluation. Each phase of the evaluation study was designed to complement and strengthen the validity of the data gathered by the previous phases. For example, data on means of instruction, gathered by the large-sample study of Phase I, are examined in somewhat greater depth in fewer schools by the Phase II studies. Phase III's analysis develops a view of instruction from a different perspective. Phase IV explores means of instruction within specific curricular areas.

Instead of merely adding together summaries of the different evaluation phases, Phase V proposes to integrate and interpret the data from all the phases into a series of statements about what implications the project has toward contemporary educational issues. This phase will explore several major themes about schooling by using data from all phases of the evaluation.

This Report

Phase II of the evaluation plan was viewed both as an important, independent evaluation of IGE practices and their implementation, and as an integral part of a larger study. Because one of its purposes was to ascertain the role of developmental agencies in the national diffusion process, as perceived by IGE schools and because the R & D Center was the primary developmental agency, this phase was subcontracted.

A request for a proposal was prepared and a contract was awarded to the Research Triangle Institute (RTI) to carry out all Phase II work. Roderick A. Ironside, senior educational research psychologist, was Project Director. On the basis of Phase I results, 60 schools, representing variations in the date of IGE implementation and in their connections with other schools and education-related agencies, were identified. Initial contacts from RTI occurred in early January 1978 and data were

collected in the 30 participating schools from February through May 1978.

In each school, RTI staff observed school operations, attended meetings, reviewed available documents, and conducted informal interviews. They arrived at independent judgements used to validate the Phase I self-report data. From the same activities, summaries were prepared in the areas of implementation history, the inservice program, home-school-community relations, cost factors, and procedures of reading and mathematics instruction.

The following report is the output of Phase II. It discusses the validation of Phase I data as well as presents the implementation and cost data collected only in Phase II. The report should be of interest to scholars concerned with individualized schooling and educational change processes.

IGE EVALUATION, PHASE II ON-SITE VALIDATION AND DESCRIPTIVE STUDY

I Introduction and Background

This research activity, an on-site validation and description of IGE schools, is the second of five phases in a comprehensive evaluation of IGE (Individually Guided Education) being conducted by the University of Wisconsin's Research and Development Center for Individualized Schooling (hereafter the R & D Center or the Center). While the entire evaluation design is being undertaken by the Center in conjunction with the National Institute of Education, Phase II was subcontracted to Research Triangle Institute (RTI), a not-for-profit multi-faceted research organization founded in 1957 and located in North Carolina.

One important aspect of the comprehensive plan is that all schools which participate in Phases II, III, and IV will already have been studied in Phase I (a survey study relating student achievement and attitudes and staff job satisfaction to the implementation status of the seven IGE components in a sample of over 150 elementary schools). Phase I data were collected in the fall of 1977, while Phase II was initiated at that time and continued for one year. The intimate sequential and conceptual relationships between Phases I and II--which will become more apparent in the statement of purpose and the interpretation of findings--governed the essential Phase II activity: to validate and clarify specific self-report data gathered in Phase I at the school and unit levels. Phases III and IV are entirely separate studies (involving samples other than the sample used in Phase II), while Phase V will draw on the purposes, procedures, and findings of the first four phases in arriving at a comprehensive description and evaluation of IGE as it has been disseminated by the Wisconsin R & D Center.

A. Historical Developments Related to Phases I and II

The history of IGE goes back approximately ten years, developed under the aegis of two national-level organizations: the Wisconsin R & D Center and IDEA (Institute for the Development of Educational Activities).

Their combined support--along with that of a variety of teacher-education institutions, state departments of education, state networks, and larger school districts--resulted in the establishment of many hundreds of IGE elementary schools across the country by 1974. These schools approached and continued the implementation in a variety of ways and schedules; with considerable variation in the resources used, the curricula adapted, and the components attempted; with very different levels of "special funding," staff commitment, staff training, organizational restructuring, differentiated staffing, and shared decision-making. And while "individually-guided" instruction was the key purpose for IGE, it, too, was implemented in widely different ways. It is probably fair to say that "individualization" in some form was either adopted or extended in the great majority of IGE schools and that some form of organizational structure other than the traditional was adopted in virtually every school that identified with the IGE movement.

The variations indicated above have been common knowledge over the years, in the minds of Center and state coordinators, in the survey results of various national and statewide researches, in the increasing literature on IGE, and in local assessments of IGE status. Such variations give pause regarding both the concepts of IGE and the particular implementation sequences promoted. They also make it important to evaluate the effects of IGE, particularly in the student achievement domain, in order to demonstrate both the worth of the basic concepts and the consequences of "common" implementation status across a large body of schools at a given time. As a result of such concerns, the comprehensive plan was developed and Phase I is a direct response to the need to know the IGE correlates of student achievement on the one hand and the status of IGE implementation on the other.

There is no need to review IGE concepts or history any further in this report, except perhaps to say that IGE in the ideal represents a comprehensive way of effecting meaningful and related changes in school governance and instructional practice--in a total milieu where everyone concerned is consulted and where the objectives of education are both broadly general and highly specific. Within that context, wide variations

in practice are understandable and possibly desirable. On the other hand, such variations also result in difficult measurement problems at the same time that they make measurement all the more important.

While Phase I draws its impetus from some of the factors explored above, so does Phase II. To the extent that Phase II serves as a validation/clarification study for Phase I self-report findings, the relationship is obvious. But Phase II also encompasses descriptive work on several topics of "new information" not directly related to Phase I--but very definitely related to the "wide variations" discussed above. When it was realized that not enough detailed information was at hand on certain "overall factors" in the IGE movement, at least in a consistent fashion, Phase II was seen as a vehicle for accomplishing more than the validation function. As a result, Phase II focuses also on such matters as: the school's perception of the value of the networks at various levels; specific school implementation history and use of resources; perceived importance of the originating agencies; and the nature and extent of IGE inservice training from the installation period to the present.

B. Specific Phase I Antecedents to Phase II

Preparations for Phase I began in early 1976 when preliminary descriptive data were gathered from close to 1000 schools, and later when a subsample of schools was invited to participate in the evaluation study. While a formal sampling scheme with appropriate Ns and strata was developed, a number of schools that initially approved their participation later opted out. The result was, in effect, a sample based on self-selection although it contained in general the characteristics of the original sample design. In any event, the ultimate sample of 150 consisted of elementary schools that had completed the 1976 survey and a followup survey in spring 1977, that provided rosters for children in grades 1 and 4 in spring 1977, and that then participated in the full range of Phase I activities.

At the school level, Phase I consisted of two chief activities, in October 1977. The first was completion by the staff of individual Staff Questionnaires; and group instruments for the IIC/PIC and the two units in which children were to be tested. This step included updating by the principal of the Verification Copy and the Staff Information Sheet to reflect school conditions/status as of October 1977. The second activity was achievement and affective testing of up to 50 students in each of two grades (2 and 5), conducted by school personnel using R & D Center instructions. Testing instructions covered administration of the standardized measures, staggering of various measures to accomodate matrix sampling, and suggested scheduling and grouping for various tests.

At more than one point in the written communications between the Center and the ultimate group of Phase I schools, the total five-phase evaluation plan was outlined and particular reference was made to possible selection into subsamples for Phases II, III, or IV.

C. The Validation Process

This section discusses validation as a process in general terms and with reference to specific activities undertaken in the current Phase II study. The sort of validation dealt with here must be understood as non-statistical. That is, validity studies per se are not included and no reference is made to validity coefficients or indexes. One might look at the Phase II validation effort, in other words, as an attempt to suggest on an essentially impressionistic basis the extent to which Phase I items, topics, and instruments may be construed as providing accurate descriptions of the IGE status and activities of the Phase II sample. (Also, Phase II was not a reliability study--even though responses to some items were obtained at two points in time--in that no formal statistical procedures were appropriate for selection of items or analysis of findings).

Another aspect of validation in the present inquiry is that a clarification function was subsumed. That is, in some instances data corrections were made as part of the site visit and in other cases it was possible to learn something about why the original responses had been made (whether accurate or not) and to discuss response sets as well as the relation between response accuracy and the Phase I instrumentation involved.

With these observations in mind, validation is defined in three ways below; examples are provided in order to set the intended Phase I-Phase II relationships in a meaningful context. The three approaches that are relevant to this report are (1) validation through direct confirmation of data, (2) validation by means of supportive and related information, and (3) validation as the fulfillment of intended procedures. (The first of these is the most commonly-employed approach). In its most basic sense, however, validation means the corroboration of existing data, which can be accomplished by gathering either confirming or supporting data of various sorts--but such new information can be used for validation purposes only to the extent that original data or circumstances are known.

In order to illustrate the first approach (confirming data), reference is made to two different validation studies related to Upward Bound and Talent Search, two federally-funded academic support programs for low-income secondary or college students with moderate to high academic potential. In the spring of 1974, for example, site visits were made to the offices of a number of Talent Search programs on college campuses and to the headquarters of Upward Bound centers. One explicit purpose was to verify a series of questionnaire responses made earlier by program directors. The visitor had blank and completed copies of the instrument in hand, and discussion centered around actual verification of key original responses, clarification and adjustment of contradictory data, and responses to items earlier left incomplete. The second study, being conducted during the 1978-79 school year, concerns the verification of postsecondary applications and enrollments reported by Upward Bound students. This validation is being accomplished by mail and telephone contact with institutional registrars and admissions personnel.

In connection with Phase II and the verification of self-report data, it was possible, for example, to confirm Phase I responses to a series of questionnaire items by means of direct discussion of items in the field (sometimes with reference to the school's Phase I data), interviews, observations, and study of materials. In this sense, corroboration was accomplished by both direct and indirect means, where the purpose was to verify the original known response.

It is also possible to validate original data by gathering related information. This "supportive" approach was also employed in Phase II in connection with extension material on such topics as instructional practices, objectives, and cooperative planning. Even where such related items were not exactly the same as the original Phase I items, they were used for validation purposes judgementally so long as the Phase I responses were known. (In this sense, too, it was possible to employ the broad judgements that emerged from the site visit to each school and across all thirty schools). In cases where supportive data were obtained but explicit Phase I responses were not available, it may nonetheless be possible to use such information for validation purposes in future steps when Phase I data and Phase II supportive findings are contrasted.

In addition to direct confirmation and collection of supporting data, validation may comprise other approaches depending upon the needs of particular studies. For example, the 1971-72 nationwide process evaluation of IGE implementation included a "validation" component in which no earlier data were available for comparison but where validation appeared to be the only way to accomplish the objective. The purpose was to verify the existence and operation of several intended models or activities in the total installation process. School visits, attendance at formal meetings, telephone contact, and interviews with state coordinators were all undertaken in order to establish that (1) the training chain had been implemented and utilized, (2) schools had communication with originating agencies and the appropriate SEA, (3) IGE concepts had been disseminated, and (4) implementation guides and technical assistance had been both provided and utilized.

With respect to this third aspect of validation, Phase II provided an opportunity to examine the extent to which the Phase I instruments elicited the requisite information, the nature of respondent reactions to the instruments per se, and the relationship between the quality of data obtained and the variables with which those data were associated. This may be viewed as validation in the least rigorous sense, since it is dependent upon the judgements of the participants--Phase I respondents and Phase II site visitors/interviewers. It nonetheless provides one basis for judging the efficacy of various Phase I instruments and the implications for the several variables represented.

II Phase II Purposes

There were four general purposes, any of which could have been undertaken separately in any subset of schools. As noted previously, the original key objective, validation, was supplemented by three others which could contribute to the descriptive literature about IGE and could be addressed in the major Phase II activity, site visits to thirty schools.

A. General Purposes

1. To validate and clarify both specific and general Phase I self-report data at school and unit levels.

(Topics included: basic school information, schoolwide objectives, IGE subjects and instructional programing, IIC and unit operations, response sets, disparate staff ratings on IGE status items, apparent inconsistencies in related responses).

2. To gather new and extended information for (a) descriptive purposes, (b) possible use in Phase I analysis, and (c) development of hypotheses.

(Topics included: implementation history, Phase I testing conditions, staff development activities, the Home-School-Community component, instructional modes, awareness and utilization of networks at various levels).

3. To assess the feasibility of gathering specific IGE cost data for use in later cost-benefit studies.
4. To study the dynamics of the IGE implementation and maintenance processes in a range of situations, from an "outside" perspective.

(This purpose allowed the team visitors to pursue additional topics and to derive somewhat personal perceptions of the nature of IGE beyond the formal requirements related to the three objectives above. This purpose also related to a number of the specific purposes of the study, as outlined below).

B. Specific Purposes

The general purposes may be amplified into more specific form by stating the eleven basic questions around which the findings and interpretations will be presented.

1. To what extent do the Phase I survey results reflect reality with respect to the school and IGE? Did staff answer carefully and honestly? Were procedures and directions followed?
2. What are the turning points in implementation, points at which problems to be overcome appear insurmountable and after which there is a period of smooth continuing operation?
3. Are there general indicators or predictors of success/failure as an IGE school?
4. Is the staff attitude consistent with the concepts underlying IGE? Do individuals vary in their assumptions about education?
5. Is there cooperative planning regarding the instructional program? Does it incorporate various teachers' strengths? Does it provide for continuous progress?
6. Is there a recognition of things well done coupled with a feeling of working toward improvement? Is the current status only temporarily satisfactory and thus plans laid for new growth? Are external sources sought?
7. Is there benefit from the networks (at various levels)? Are the networks a source for refinement and renewal?
8. Does IGE cost too much, in time, money, energy? Is it worth it?
9. What specific IGE-related cost data (past and current) are available?
10. What are the specific features of implementation history of given schools? Are there particular patterns?
11. How is the IPM implemented and is it based on specific schoolwide instructional objectives? What are the related curriculum practices and how are the IGE subjects handled?

III Assumptions and Limitations

In order to put Phase II purposes into proper perspective, it is important to indicate certain limitations on what the study attempted and certain assumptions that appear necessary to appropriate interpretation of the findings. These interrelated considerations are as follow:

1. Phase II was not a formal evaluation of IGE per se or of the implementation of IGE in the sample of schools; nor was it a monitoring activity.

2. It was not intended to validate Phase I data in statistical terms, or to do so in any total or complete sense. Phase II verification/clarification activities were carried out in connection with Phase I data elements selected by the Center (predicted as requiring validation or found empirically from preliminary study of Phase I to suggest inconsistencies).
3. Development of case studies was not an objective and thus the derived data on individual schools cannot be used directly in constructing case studies of (a) the implementation of IGE or (b) the manner in which Phase I was handled. The one-time visits to schools were relatively brief; not all historical documents were on hand for reference or study; the inquiry into some key elements was restricted by the planned topical outline as well as by the time available; and it was not possible to review all facets of the school's participation in and completion of Phase I.

However, inasmuch as discrete data on a large number of general and detailed topics have been entered onto computer tape, further study of individual schools is possible in connection with Phase I data, available records of participation in formal training events, and other material related to them.

4. Inasmuch as the Phase II sample was purposive (see Section IV, A) and was itself drawn from an essentially self-selected Phase I sample, Phase II findings cannot be generalized directly to either the Phase I cadre of schools or the larger universe of IGE schools. This limitation applies to both the validation data and the "new information" obtained.
5. While adequately planned and carried out, the visits did not in every case yield the full range of findings sought. The results depended to a considerable degree on the availability of pertinent records, the free time of interviewees other than the principal, the willingness of staff members to share their perceptions and recollections of several sorts, and the school's scheduling of IIC/PIC and unit/team meetings to coincide with the visit. As a result, there was a variety of Don't Know and Unclear responses (perhaps usable data in themselves) in every major topic.
6. The data derived in Phase II are necessarily descriptive, subjective, and judgemental on the part of school personnel and site visitors. This was a requirement under the circumstances. School staffs reported what they remembered, perceived, valued, prioritized, or had records for. Site visitors accepted such input but also--on the basis of observation, combining the facts, and study of records--refined those facts in some cases by consensus judgement and in other cases themselves filled in what was not directly provided by interviewees.

With that limitation in mind, it is nonetheless necessary to assume that the derived data are "fact" for purposes of analysis and interpretation.

7. For purposes of Phase II data collection, analysis, presentation of findings, and interpretation, the 30 schools are assumed to be a viable "universe" of IGE schools representing the characteristics used in drawing the sample. This precludes generalization to other IGE schools, but nonetheless provides (a) a set of clues that will aid in description, evaluation, identification of needs, etc., and (b) what is at least a minimum sense of the range and frequency of "validation findings" and "new information" that would obtain in some other set of 30 schools, the 150 Phase I schools, or the larger universe of IGE elementary schools. In this sense, then, it is assumed that Phase II findings may be applied to Phase I data as "advice" so far as interpretation goes.
8. Certain other assumptions were also necessary in Phase II in order to study the set of schools via a common approach and to aggregate many of the findings. It was assumed that:
 - (a) The component and total Implementation Survey school self-rating scores are meaningful if not precise reflections of implementation status, and represent true school differences at opposite ends of the scale.
 - (b) The school, as an entity, is an appropriate unit of study and description for many IGE aspects; and that the unit/team is similarly the appropriate level at which to study the instructional process.
 - (c) There is a common "IGE terminology" related to organizational structure, instructional processes, staff roles, and system components.
 - (d) School staffs completed the Phase I instruments, participated in the student testing, and remembered something of when and how they responded to given items or sections in Phase I.

IV Procedure Employed

A. Selection of Purposive Sample

RTI and Center staff jointly set up criteria and then selected two groups of 30 schools from the Phase I roster. Group A was the sample proper and Group B the backup sample in the event of Group A refusal or later attrition. The two groups were very similar with respect to the representative features used in selection: (1) geographic location, (2) initial relationship to major IGE originating agencies, (3) year of IGE initiation, (4) school size, and (5) total score on the Phase I Implementation Survey rating scale.

The ultimate Phase II sample (28 schools from Group A, 2 from Group B) was characterized as follows:

- (1) Located in 16 states from coast to coast, with a purposeful deemphasis on proportional representation from several states with large numbers of IGE schools; no more than 6 schools in any one state; most states had 1 or 2 schools.
- (2) Initial relationships with one or a combination of three sorts of agencies (R & D Center, IDEA, or an SEA).
- (3) Initial year spread from 1969 to 1975.
- (4) School size from fewer than 150 students to more than 1200.
- (5) Total implementation scores ranging from 24 to 285 of a possible total 308 (in two subgroups: scores 24-132 and 191-285).

With respect to the latter criterion, another feature of sample selection was to identify 30 schools at the bottom of the scale (and 30 at the top) that also represented the other desired features; these schools were then divided equally into Group A and Group B for possible comparative analyses within Phase II as well as further study within Phases I and V.

B. Communications and Arrangements for Participation

Immediately after sample selection, the following sequence of communications was initiated as a means of contacting appropriate personnel, obtaining additional information, and making specific arrangements for the field visits. Multiple steps were required in order to

maintain communication with all concerned and also to develop schedules so that two schools could be visited in one week by one team.

- (1) Telephone contact with each state IGE coordinator, liaison, or contact person, to apprise him/her of the study and to obtain any specific information that would aid in making further school arrangements.
- (2) Telephone contact with each school principal to outline the study, solicit participation, get a rough sense of the spring schedule, and obtain specific data relevant to Phase II purposes.
- (3) Mail or telephone contact with district personnel (e.g., supervisor, facilitator, superintendent) if indicated by the principal.
- (4) Confirmation letter to principal, with copy to all other persons contacted to date in the given state or district.
- (5) Second telephone contact with principal to work out specific dates and to outline the observations desired, attendance at IIC/PIC and unit meetings, study of materials, and individual and group interviews.
- (6) Mailing of Project Summary to the principal and to all others previously contacted in the given state or district. (RTI prepared the four-page Summary, submitted it for Center review, and then distributed it on a staggered schedule as arrangements were completed). The Project Summary is included as Appendix D in Volume II.
- (7) Final telephone contact by the RTI team leader assigned to the given school, to confirm visit dates, answer questions, and work out detailed interview/observation schedules.

Soon after completion of each site visit, the team leader wrote a letter of acknowledgement and appreciation to the principal, sometimes also answering specific questions that had been raised during the visit.

C. Development of Topical Outline and Report Form

Based upon content included in the RFP and study of Phase I instruments, RTI staff drew up initial specifications for topical coverage in the validation and "new information" tasks. These specifications--combined with a series of interviews with several Center staff members, study of documents, interviews with IDEA personnel, direct contact with a few state coordinators, and sets of probes listed by the Center--were then developed further into the several content domains. From this point on, an interactive process of development, addition, review, and

revision took place, topic by topic, as RTI staff organized and sequenced the topics and subtopics. While the Center took on major responsibility for identifying the specific validation and cost data topics, RTI undertook the major developmental work in the "new information" topics.

Tryout visits were conducted in two additional schools drawn from Group B, and the team reports proved valuable in clarifying topics, defining terms, and reorganizing certain sequences.

Two related formats were created. The first was a Topical Outline to be used as the basis for interviews and observations in the field. The second was the Visit Team Report Form, to be filled out in detail after the visit on the basis of notes taken and visit team consensus. The Report Form allowed for collection of specific categorical information as well as entry of narrative material as appropriate.

The resulting instrumentation was reviewed by Center staff in stages and finally in complete form. After revisions and approval, the Topical Outline and Visit Team Report Form were duplicated for use in the field. These two documents are included as Appendix E in Volume II.

1. Verification/Clarification Material

RTI was provided with several types of specific Phase I data for direct application in Phase II, drawn from the IIC Questionnaire, General Staff Questionnaires, Unit Questionnaires, the "Verification Copy," and the "Staff Information Sheet." Specific material was based on the Center's preliminary study of Phase I responses or on predicted need for verification.

- (a) Basic school and IGE descriptive information supplied by the principal before and during Phase I (and possibly updated).
- (b) School-specific data relating to IIC time allocations, IIC number responding, and schoolwide objectives; and selected items from the Implementation Survey.
- (c) Unit-specific data relating to unit time allocations, number responding, and use of schoolwide objectives as revealed in the maintenance of unit records.
- (d) Information for all 30 schools related to IIC operations; unit and individual teacher practices (staff activities, grouping, proportion of students taught); unit structure and function; derivation of schoolwide objectives; role of the staff teacher.

The greater portion of data for direct verification/clarification was general to all schools. (In addition, attention was focused on several given items for which Phase I data were not summarized and which are to be verified against Phase I responses as a Center activity. These included unit time allocations to various curricula, instructional conditions, released time for unit meetings, and school demography).

A second kind of Phase I "data" was also generated for use in the verification/clarification step. This was generally "extension material" where the Center outlined topics very much related to the specific Phase I inquiries. For example, when "derivation of schoolwide objectives" was verified against Phase I responses, principals and IICs were further asked about staff involvement in adopting/developing the objectives and unit use of the objectives in three curricula. Again, staffs were asked to recall and explain their mode of responding to certain items (i.e., according to the directions or via some other approach), and the two unit groups were asked to describe several discrete aspects of their IGE subjects. Similarly, school respondents were queried as to FTE of aides, use of R & D Center products, arrangements for released time, unit practices related to instruction, and definition of an "IGE subject." It was the intent to deal with these specific topics either by direct questioning of the school staff or by rendering a team judgement based upon all aspects of the visit.

It is difficult to classify these items and topics without overlap or to determine just what constitutes a separate item or topic. However, on a proportional basis of topical content and team effort, the verification/clarification task breaks out into the following approximations:

Direct Verification

Basic school and IGE descriptive data	10%
School-specific data related to IIC	5%
School-specific data related to two units.	10%
Information general to all 30 schools.	35%

Indirect Verification

School/unit items without Phase I data	10%
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Extension Material

Topics related to Phase I responses	20%
Topics related to Phase I "response set"	5%
Judgements re school climate, unit operations, etc.	5%

It should be emphasized that neither the Center nor RTI had the specific responses of given identifiable individuals. Thus, in the pursuit of these verification/clarification topics, individuals were not threatened by the team's having their specific Phase I data, but understood that some group responses were to be validated (the IIC, the unit, or the entire staff) and that some individual responses--not identified as to a given person--were also to be explored within the unit groups.

2. New Information and Extended Information

Both general and specific topics/items were provided by the Center staff, some directly related to Phase I inquiries and some entirely new. The list of major topics below includes an approximation of the time and effort involved in gathering this information. As with the verification segment, a number of staff were contacted about several of the topics (e.g., implementation history) whereas other topics were usually addressed only to the principal (cost factors) or the unit teams (student curriculum activities). It should be noted that while "Role of Originating Agencies" and "Network Activities" are not listed as major entries below, they were included as subtopics in more than one category.

Extended Information Related to Phase I Purposes

Conditions of Phase I student testing	5%
CTBS and local curriculum match	5%
General handling of Phase I questionnaires.	10%

New Information (IGE-related)

Student Curriculum Activities and Progress.	10%
Unanticipated outcomes	5%
Home-School-Community Component	5%
Inservice Training	15%
Cost Factors	10%
School Implementation History	35%

All of the topics listed above (verification/clarification; new and extended information) were integrated into the Topical Outline for the visit team and also, in more detail, into the Visit Report Form. These two together constituted the instrumentation for Phase II. There were, however, a number of adjuncts to the instrumentation as used in the field, and these fell into the following categories:

- (a) Three different booklets of Phase I instruments
- (b) Copies of the CTFS forms used in grades 2 and 5
- (c) School-specific Phase I responses for verification, including a printout of group responses to selected Implementation Survey rating items
- (d) The component and total mean implementation scores for the given school
- (e) The Verification Copy for the given school
- (f) The Staff Information Sheet for the given school

D. Training of the Visit Teams

Team training, which began at the outset of the contract, was an essential and longterm activity. It included the preparatory and organizational steps required to make best use of the following training assignments:

1. An extensive IGE library with (a) the IGE Leadership Series, (b) background and historical material, (c) network information, (d) IDEA materials, (e) Center reports, (f) AIGE and other publications, and (g) miscellany, all organized for continued reference in developing the necessary background on IGE.
2. Individual study copies of (a) background and concept materials, (b) the RFP, (c) case studies, (d) the Center evaluation plan, (e) relevant letters and progress reports and (f) Phase I instruments.
3. Periodic staff meetings to review and clarify concepts, discuss visit strategies, review topical domains, and share perceptions.
4. A series of formal staff memoranda.
5. A visit to a nearby IGE school, and an interview with a superintendent interested in IGE but not yet committed.
6. Discussion of plans for and reports of the visits at two tryout schools (from sample Group B)--as well as the participation of four staff members in those visits.
7. Participation in development and review of Phase II instrumentation.

Some aspects of the training occurred after the formal field visits commenced, with emphasis on staff memos and meetings to discuss particular visits, the findings, the problems, the implications for subsequent visits.

E. Field Visits to 30 ICE Elementary Schools

The principal mode of data collection was a site visit to each school. This was supplemented in all cases by relevant Phase II information obtained in advance from the principal, and in some cases by follow-up telephone contact to clarify visit findings or get more precise cost information.

The site visits (1½ to 2 days) took place in the period from early March to late May 1978, typically scheduled so that the visit team covered two sites in one trip away from RTI. In certain cases, because of illness or weather conditions, it was necessary that one person conduct the visit in order to maintain the overall schedule. (Schedules were of course primarily dependent upon the school's availability at given times in the spring). The typical mode, however, was for a team of two professionals to make the visit, to interview and observe both individually and as a team, and to confer on their findings. In all, eleven different individuals participated in the field work, each visiting a total of from two to eight schools. This group of persons comprised nine RTI professional staff and two consultants.

Each team had a designated leader, responsible for communications, on-site decisions, any necessary followup work, and report preparation. The team leader was always an RTI professional who had participated in Phase II from the outset.

The visit involved four major modes of data collection: interview, observation, study of relevant materials, and attendance at stated meetings. From the school's point of view, this translated into the following set of activities, with priority on the principal, the IIC/PIC, and the two units of special interest (in which grade 2 and grade 5 pupils were tested in Phase I). Hereafter, those units will be referred to as Unit 2 and Unit 5.

1. Interviews with the principal, IMC/librarian, counselor, team leaders of Unit 2 and Unit 5, staff teachers of those units, aides, and the IIC/PIC as a group.
2. Interviews with other staff members as time allowed (other units, separate classrooms, special subject teachers), district personnel or facilitators, parents, student teachers, cooks and janitors. Also incidental contact with pupils.
3. Observations of instruction in Unit 2 and Unit 5, instruction in other units, tutoring, IMC/library activity, and recreation/cultural activities.
4. Attendance at an IIC/PIC meeting and at Unit 2 and Unit 5 meetings. Where time allowed, also at other unit meetings or meetings of special committees (guidance, curriculum, staff development).
5. Study of materials such as: IIC/PIC minutes, unit minutes, agendas, curriculum guides, schoolwide and unit instructional objectives, inservice training agendas or reports, evaluation reports, cost information records, progress records and student report forms, newsletters, and various curricula.

Most principals had prepared a schedule in advance of the team's arrival at the school; elsewhere the visit was approached more in ad hoc terms and the team was left to organize and proceed essentially on its own. In virtually all cases, visitors were made very welcome, were given freedom to visit and observe most anywhere, were given access to relevant materials, and were viewed much more as "interested outsiders" than as evaluators or intruders. Moreover, the visit was frequently seen as an opportunity to obtain technical assistance, and thus not only did staff members discuss status and needs openly, but they also actively sought advice and reactions.

Typically, the team worked together in interviewing the principal and certain other staff members, and the IIC/PIC--but one member usually concentrated on all aspects of Unit 2 while the other concentrated on Unit 5. In a sense, the same was true from the school staff point of view, in that many contacts were on an individual basis while others occurred on a group basis.

Along with the Topical Outline used in guiding the inquiry, the team always took blank copies of the Phase I instruments and the CTBS forms used in Phase I testing. These materials were used directly in the

appropriate interview situations. At various times during the visit as well as after it, the team conferred in completing particular items in the Visit Team Report Form and in sketching narrative material. This procedure made it possible to identify topics that had not been adequately covered and to pursue them later in the same day or on the second day.

F. Data Reduction and Preparation of Reports

At the completion of the site visits, all Visit Team Report Forms and ancillary materials were reviewed in order to lay out an appropriate scheme for preparation of internal reports, data editing and reduction, and creation of the ultimate formal products of the study. Each team leader was responsible for a review of the Report Form, clarification of handwritten material as needed, and color coding of corrected entries on the Verification Copy and Staff Information Sheet. The team members then worked together on an overview statement of the school context and preliminary answers to the Center's major questions, specific to each school.

The Report Forms were then edited for consistency and completeness, including resolution where possible of "blank" and "UN" (unusable, unclear) responses, by reference to team notes. Narrative material was reduced by content analysis and then coded into separable categories for report purposes. In only a few cases was it necessary to omit an item because of essential nonresponse across the 30 schools or because the response was so minimal as to prove of very limited utility. Once all preliminary steps had been accomplished, extensive recoding was done in order to account for (1) consistent codes for Don't know, Not Applicable, Unusable, and Blank, (2) item alternatives that had been responded to by no schools at all, (3) content analysis entries in narrative material, (4) the number of responses to code for certain openended items, (5) the requirement to use a binary code system for later computer entry, and (6) the necessary collapsing of some response categories.

On the basis of initial work as described above, preliminary tabulations were submitted to the Center along with a draft summary of responses to the Center's major topical questions. The tabulations included a

number of examples and footnotes, and treated the cost information on an individual school basis. After review of this material, joint Center/RTI decisions were reached as to the content and format of all aspects of the final report, the Appendixes, and associated products.

These decisions had special impact on the appendixes and products associated with this report. In particular, the ultimate content of the computer tape was outlined and all necessary steps taken to create the tape (Product 4). The mechanism selected for accomplishing this was the development of a single document, a "coding guide," which ultimately served three successive purposes: (1), the actual entry of all coded material from the edited Team Report Forms, (2) the keying of data directly from the coding guide onto disks for later transfer to the tape, and (3) the formulation of the Computer Tape Codebook. This document now serves its final purpose as the Codebook for the tape, and is included as Product 5.

V Phase II Findings

The findings are presented in several formats and in effect include the appendixes in Volume II as well as the various products. It will be seen that the findings in toto are a mixture of data aggregated across schools and data presented on an individual school basis. All elements are listed below, the last four of which will be discussed in this section across the 30 schools in the sample.

1. The Preliminary Tabulations (Product 1) have already been submitted. They contain tabulations of the findings associated with the Team Visit Report Form, organized by topic, and represent the basic data of this subcontract. In addition, the product contains examples and explanatory material that make it an important report in itself. Where appropriate, Product 1 will be referred to in the text of this section.
2. Verification Copies and Staff Information Sheets (Products 2 and 3) show alterations and updatings directly on the original copies supplied to RTI and used in the field visits.
3. The computer tape (and the codebook associated with it, (Products 4 and 5) contains all findings except for cost data and a few other topics that it was agreed would not be useful to include. For three subtopics, the tape is the only locus of the findings; this is for verification material where RTI was to obtain current assessments but did not have specific Phase I data to validate.
4. School overviews (Appendix A) present a brief description of the context of each school and certain judgements as to IGE implementation based on the site visit. The overviews, while not called for in the RFP, provide an overall sense of the school as a school--quite distinct from the item data included in this section and in the Preliminary Tabulations.
5. Checklists of individual school characteristics (Appendix B), again not a requirement of the RFP, provide judgemental data on a uniform set of discrete questions which may be used for quick reference purposes.
6. School-by-school cost data of two major sorts (Appendix C), show at a glance the level of response obtained in Phase II.
7. The Center's eleven major questions (listed earlier on page 8) are discussed, with reference to tables, examples, and the preliminary tabulations.
8. A comparative analysis is presented, for a number of related items, for subsets of schools deemed to be at quite high and quite low levels of implementation.

9. Findings related to the Verification Copy and Staff Information Sheet are summarized.
10. A discussion of Phase I variables relates to the instruments associated with certain school-level variables and to tentative ratings of fulfillment of the "performance" criteria implicit in the variables' verbal statements.

A. Discussion of the Eleven Major Questions

Early in the contract period, as one step in preparing for the field work, the material for validation, extension, and new information needs was subsumed into a number of general questions that would serve as focal points in the inquiry. It was also determined that these questions would constitute a useful framework for reporting purposes. It is clear, however, that certain of these questions can be dealt with only briefly, either because the topics were to be explored but not pursued exhaustively or because of the topical overlap among the questions. For example, questions 2 and 3, questions 5 and 11, questions 6 and 7, and questions 8 and 9 have certain implicit content in common; they will be discussed separately, however. Emphasis is placed on questions 1, 2, 7, 10, and 11.

It should also be noted that what follows does not encompass all the topics and subtopics examined in the field. Some of them are tangential to the major questions and have already been covered in the earlier submission, the Preliminary Tabulations.

1. To what extent do Phase I results reflect reality?

This question deals most directly with the validation function of Phase II, covering a variety of significant topics and including such subquestions as: Did staff answer carefully and honestly? Were procedures and directions followed? Did any Phase I instrument present special difficulties? Are staffs fully conversant with ICE? It should be reiterated that these questions are answered primarily in terms of the relatively small number of Phase I items identified for validation, although school staffs also expressed general reactions germane to the fundamental question treated here. What follows is an attempt to answer this question from several different perspectives.

In a very general sense related to the total handling of Phase I, visitors concluded overall that (a) in about one-third of the schools Phase I data were a very good reflection of reality; (b) in another one-third, they were a fairly good reflection of reality, given some of the problems discussed by the staff members; and (c) in the remaining one-third they were not a good reflection of reality because of some combination of the circumstances referred to below.

In two schools in particular, visitors observed that there had been strong staff resistance to Phase I, with hurried, incomplete, and possibly dishonest responses by many staff members. And in two or three schools, there was a tendency for many staff not to participate at all in Phase I or to answer only certain survey sections. In these instances, the team seriously questioned the total implementation score as all factors were considered.

However, except for the schools referred to above, the staff in almost all schools attempted to follow the survey procedures and answer the questions carefully and honestly, although there were some difficulties reported that also affect the "reflection of reality." For example, personnel in about one half the schools indicated that survey instruments included many ambiguous terms--and in a fair number of the schools there was a reaction that the surveys were too long, causing fatigue and lack of concentration toward the end of the task. But local conditions in a few cases exacerbated these difficulties, causing Phase I to represent a special pressure because school had begun late, there had just been a teachers union strike, enrollment changes had caused alteration of schedules and assignments, or a new principal had been appointed effective September 1977. In addition, in some schools it was mentioned that many survey items dealt with more than one element (as in the Implementation Survey), and that the level of detail asked for in connection with instructional practices in various curricula was somewhat taxing.

With respect to what may be called the "IGE environment," a major concern (apparent in about one-third of the schools) was that the entire school or some significant part of it was not well enough acquainted

with IGE concepts and terminology to respond intelligently to a number of specific "IGE items." Many staff reported, nonetheless, that they had proceeded to respond either by guesswork or through consultation with others. Moreover, in several schools there was notable variation in the degree of acquaintance with IGE within units, making it difficult to obtain centrality in survey results within or across units. In addition, two other circumstances were mentioned in a number of schools: (a) new teachers--and in some places teachers who had not been at the school in spring 1977--who completed the surveys were not fully aware of the total unit or school situation, and (b) the unit and IIC questionnaires were completed by one individual without seeking consensus from members.

The latter point is an important point, not only because it happened with some frequency, but because--within Phase I data--it may mask an important factor. That factor is divergence within the school (actual and important differences across units in the way many IGE-related matters are carried out) as well as within the unit. A single respondent, in the case of the school, cannot always take into account all information needed for a single meaningful response (especially in cases where the principal indeed may not be aware of the instructional practices or organizational arrangements). At the unit level, a single respondent may reflect the respondent's own "part" of the unit, whereas team consensus might at least moderate the response. To be sure, even with full-IIC and full-unit participation, a single response will not and can not reveal the divergence actually discovered in at least one-third of the visits--where for example, a "unit" may be a collection of two self-contained classrooms, two teachers teaming in two subjects most of the time, and one teacher with a multiaged subgroup. The instructional program (allocated time, grouping, records, etc.) varies accordingly and for most Phase I items cannot be reduced to a single satisfactory alternative. The real issue here may well be that if these conditions exist, then the school is not an IGE school or is at a relatively low level of implementation.

All these factors suggest a positive and cooperative set in approaching Phase I questionnaire completion, but one which was decreased noticeably

in many schools as respondents became fatigued, confused by what were to them ambiguous terms, hurried in their responses (some staff worked on three different instruments), pressured by local circumstances, and therefore careless in the end. In one school, for example, the IIC and several teachers acknowledged most of these factors as negatively affecting the validity of their Phase I data; they were glad to have participated, however, and in fact appeared as a result of their "benign neglect" to have underrated themselves when it came to the Implementation Survey. In another school, the situation seemed to be summed up in one teacher's remark: "We filled them out because the principal told us to."

To illustrate more concretely, three particular verification tasks from Phase II are discussed here. (a) Given a degree of overlap between reading and language arts, some respondents marked only one subject area on the unit questionnaire and left the other entirely blank; while in other schools--or other units in the same school--whatever the response for one subject was also entered for the other, suggesting that there were two separate subjects being reported on. In other situations, where language arts had been entered, it was found to relate only to spelling; while elsewhere reading too, was frequently but inconsistently described when in fact it related only to a portion of it (e.g., Wisconsin Design: Comprehension). (b) The sections on Assumptions About Schooling and Assumptions About Learning were explored as to the mindset at the time of completing the instrument. When overall staff handling of these sections was determined by interview and direct reference to the instrument, the following was concluded across the 30 schools:

Completed according to directions (i.e., personal feelings about these areas)	4 schools
Completed according to <u>current</u> 10/77 school or unit situation	20
Completed according to a mixed interpreta- tion of personal feeling and current situation in school and units	6

To an extent, this sort of finding may be questioned, inasmuch as it was impossible to talk with every respondent or even to be sure who had responded in Phase I, thus requiring a team judgement of an "overall" sort applied to the school. (c) The IIC was asked in Phase I to indicate how

curriculum objectives in three curricular areas had been identified, and the team discussed this with the principal and/or IIC to arrive at "corrected" responses where needed. Apparently fewer than half the schools had worked this out carefully in Phase I, but it was almost as difficult in Phase II to pin down actual sources of objectives and then the mode of their use. Data have been entered, but the Phase II validated or corrected data may not reflect reality, partly because the whole domain of "objectives" is somewhat fuzzy in the schools and the distinction between global and specific objectives is not routinely made.

The remainder of this section is devoted to several discrete areas of Phase I response where validation (and clarification) were carried out.

(a) The Implementation Survey (in the Staff Questionnaire)

This survey was of particular interest because it had been used originally to derive the school's implementation scale score (seven components and total), and eleven of its items were selected by the Center for a special sort of validation activity. Table 1 shows the item numbers as drawn from the 77-item survey and also the N of schools where each item was to be studied. The purpose was to ascertain the reasons staffs gave for the lack of convergence in the school's ratings of its own status (e.g., spread evenly or bimodally over five ratings, 0-4, no implementation to ideal implementation). Table 1 shows that overall, each school gave from 1 to 4 explanations for each item; there was virtually no nonresponse to this task; and a wide array of explanations was uncovered, divided into several logical groupings. Apparently school staffs often responded on the basis of something less than the whole school--had some difficulty with various aspects of the items themselves--worked with their own sets rather than as the directions asked--made guesses and estimates. Just under half the obtained reasons had to do with item difficulties, but a large proportion reflected some special response bias (e.g., the individual unit, the previous year's status, etc.).

TABLE 1

Reasons Given for Variance in Phase I Responses
to Selected Implementation Survey Items

Number of Schools Giving Reasons, By Item											
ITEM NUMBER →	24	32	68	70	72	75	85	86	88	97	100
N of Schools to be Checked →	1	5	12	8	14	13	6	8	10	10	19
01 Some rated in terms of <u>desired</u> status						1			1		
02 Staff responded in terms of own <u>unit</u> , or <u>part of school</u> familiar with, rather than whole school.	1	1	4	3	1	1		1		3	
03 Differing staff experiences, opinions, <u>perceptions</u> , values, knowledge, (of school, district, or network situation). . . .		1				3	2		4	2	5
04 What was true <u>last year</u> or generally in the past							2		2		
05 Knowledgeable staff (IIC) <u>vs</u> those on fringe (unit Staff) . .		1			2	1	1	1	1		
06 <u>Too many elements</u> ; respondents focused on different elements.	2				2		1	3	2	2	
07 Interpretation or ambiguity of terminology, titles, roles . .			1		2	4	3	3	2	2	9
08 Incorrect <u>item referent</u> caused confusion			5	6	9						
09 Carelessness, <u>haste</u> , guesswork, fatigue, resistance	1	1	1	1	2				1	2	2
10 Time reference confusing							1	1			1
11 IIC not currently operating or operates irregularly					2						
12 Not all teachers are in units or in IGE		1	1	1				1		1	
13 Differing view whether item must relate to <u>IGE</u> only		1	3	1			2	1			1
14 Practice in flux at time of rating	1					1			1	1	
15 No network or minimal function									3		
16 Responded in terms of reporting to parents						6					
17 No discernable explanation; don't recall					1			1			3
UN									1		1

Using item 75 as an illustration, Table 1 indicates a total of 19 explanations across 13 schools, in 8 different coded categories. The most frequent--and possibly most telling--is category 16, where numerous staff in six schools responded in terms of "reporting to parents," while other staff rated "reporting to the community" as appropriate to the item or used yet other bases for rendering their ratings.

Because of the inquiry into the 11 items, staff in most schools volunteered reactions to the Implementation Survey as a whole. The burden was that the Survey was both difficult and exhausting because of the length, the level of detail, the ambiguity of several items, the fine distinctions required--and, perhaps most important, the unfamiliarity of many staff members with IGE terms, IGE components, and the wide range of specific IGE outcomes represented by the Survey. Thus, it may be inferred that Phase II schools had trouble rating status on many of the other 66 items just as they reported on the designated items, whether or not Phase I showed response divergence. Categories 02, 03, 05, 06, 07, 09, and 13 (see Table 1) were most frequently reflected in these reactions to the survey as a whole.

The second prescribed task was for each visit team to arrive at its own ratings of all 11 items, in order to contrast that single rating with the school's own average rating (corrected for nonresponse and rounded). While both scores have some obvious limitations, comparisons were made using a derived scale based on .5 increments in the difference between scores. For example, a value of 5 was assigned where Phase I and Phase II ratings agreed within $\pm .5$ of a rating scale point rating at any location on the scale. A value of 4 showed a Phase II judgement 0.6 to 1.0 higher than the Phase I average rating; value 6 showed a Phase I rating 0.6 to 1.0 higher than Phase II. The scale was set up thus:

- 01 Phase II more than Phase I, 2.1 to 2.5
- 02 Phase II more than Phase I, 1.6, to 2
- 03 Phase II more than Phase I, 1.1 to 1.5
- 04 Phase II more than Phase I, .6 to 1
- 05 Phase I/II match: $\pm .5$ scale point
- 06 Phase I more than Phase II, .6 to 1
- 07 Phase I more than Phase II, 1.1 to 1.5
- 08 Phase I more than Phase II, 1.6 to 2
- 09 Phase I more than Phase II, 2.1 to 2.5
- 10 Phase I more than Phase II, 2.6 to 3

Table 2 shows the frequency of the comparison scale values, across all items and across all schools. There are two distinct tendencies in these data. First, of the total possible 330 comparisons, 129 (or 39%) show virtual compatibility of the two ratings (scale point 5); second, of the remainder, a strong majority place the Phase I ratings above those rendered in Phase II (scale points 06 to 10 comprise 40% of the comparisons), while 19% show Phase II ratings higher than those of the Phase I judgements. All three comparison types are meaningful as are the degrees of Phase I/Phase II difference. A comparison scale score of 10, for example, reports a wide disparity between the two ratings, between 2.6 and 3.0 points on the original rating scale. Across schools, the number of different comparison scores ranged from 2 to 8, with a mean of 5.25 and a mode of 6.

TABLE 2

Frequency of Comparison Scale Scores Across All Schools
For Phase I vs Phase II Ratings of Eleven Items

Comparison Scale Scores												
	01	02	03	04	05	06	07	08	09	10	UN	Total
Number of Comparison Scores	2	11	14	36	129	70	27	22	10	7	2	330
Percent	1	3	4	11	39	21	8	6	3	2	1	99%

Looking at the frequencies of various comparison scale points together with the range, the data can be viewed in terms of the number of schools with varying "degrees" of these comparison differences. Thus, there was one school all of whose comparisons were "in favor of" Phase I, that is, with comparison scores of 01 to 04; and one school with a combination of 01-04 scores plus 05 comparison scores. Eleven schools had a preponderance of the 05 scores. The remaining seventeen schools showed a combination of 05 and 06-10 comparison

scores, or else all comparisons at points 06 to 10. Viewed this way, and to the extent that the two ratings are valid alone or when compared, it appears that the majority of schools were rated higher for these eleven items by the school staffs in Phase I than by the Phase II visit teams. This could reflect the advantage of objectivity in Phase II, but also the disadvantages of brevity of visit and lack of knowledge specific to the school's history and situation.

(b) Instructional Objectives

Specific Schoolwide Instructional Objectives (SSIO) were examined in two respects within the validation task: sources of the objectives and their use in the instructional program.

The SSIO in reading and language arts were discussed and examined to verify Phase I reports as to source (e.g., curricula, catalogs, local outlines) and nature of adoption (direct or by adaptation). As detailed in Product 1, the majority of cases were verified (from 63% to 87% across the 6 items involved)--including Phase I blank responses. Table 3 shows the validation findings across all schools, by item, revealing that Phase I reading data seemed more correct than those for language arts. There were also cases where Phase I blanks were replaced by changed values and vice versa (data appear on the tape). In 18 schools, all six items were verified; in 4 schools all items for one subject were verified but not the other; and in 8 schools, various items across the two subjects were altered in Phase II.

TABLE 3

Frequency of Verification of Phase I Responses
Regarding Sources of Instructional Objectives

Item Number	Number of Schools					
	33	34	35	36	37	38
	Reading			Language Arts		
Data Verified	26	25	25	20	22	19
Data Changed to New Value	2	2	2	4	2	5
Data Changed to Blank	2	2	2	4	4	4
Blank Changed to New Value		1	1	2	2	2

In 18 schools, Phase I data suggested a conflict between unit and IIC responses concerning use of SSIO. In some cases, the IIC reported the existence of SSIO in reading, math, and/or language arts, yet Unit 2 or Unit 5 reported independently that it did not maintain individual progress records in the given subjects; the reverse was also true in several schools. Interviews and study of materials were undertaken in all 18 schools (and in the total of 26 units involved) to attempt a resolution of these discrepancies.

Table 4 outlines the explanations obtained. The essential finding was that in about half the schools the IIC report on existence of SSIO was verified, and in the other half it was not. However, this breaks out into three categories of explanation and is further complicated by the unit practices that were explored. There was no meaningful difference by unit (Unit 2 vs Unit 5) or subject (three possible areas); thus Table 4 combines all data across the 26 units in 18 schools. However, it should be noted that the discrepancy did not necessarily involve both units in given schools; apparently the units either had different instructional practices or gave different responses in Phase I.

TABLE 4

Verification of School/Unit Discrepancy in Existence and
Use of Specific Schoolwide Instructional Objectives

	Number of Schools	Number of Units
Phase I data validated; IIC has no SSIO but units have own and maintain records . . .	4	5
Phase I data validated; IIC has SSIO but units do not use them or keep records . . .	4	6
Phase I IIC data not validated (no SSIO exist), but unit data validated (do not have SSIO or keep records)	10	15

In 4 schools (with 5 units), nonexistence of SSIO was verified, but the units applied their own objectives and maintained individual records; thus, Phase I responses were verified in full. In 4 other schools (6 units), existence of SSIO was verified, but the units did not use them and did not maintain individual records, at least in the subjects in question; thus, again Phase I responses were verified in full although the "discrepancy" remained in force. In these cases, the IIC did not require adherence to SSIO, a new curriculum had been adopted but not systematized, there was unit resistance to use of finite objectives, or units employed their own means of evaluating progress.

In the remaining 10 schools (15 units), the reported existence of SSIO was not verified for the subjects in question; thus the IIC data were deemed incorrect but the unit responses (of non-maintenance of individual records) were verified. Explanations in order of frequency included: reference to global or semi-specific objectives, reference to a plan to develop or adopt SSIO, reference to another set of objectives (i.e., the 35 Outcomes).

Another viewpoint on these data suggests that in 14 schools the IIC originally reported existence of SSIO but units in effect contradicted this. Phase II determined that all unit responses in these schools seemed appropriate, but that the IIC response was in question either because (a) there were no SSIO--10 cases, or (b) there were SSIO but they were not "enforced"--4 cases.

Overall, the unit response was much closer to the mark than the IIC Phase I response. In the broadest sense, the "problem" lay in the definition of SSIO, the implementation of the IPM, and unit autonomy, subjects which will be discussed in a subsequent section.

(c) IIC/PIC Activities

With respect to IIC meetings (hours per month), two-thirds of the schools had matching Phase I and Phase II data--including no scheduled meeting time. The remainder had minimal mismatches of one or two hours in either direction, and in only one case a Phase I overestimate of four hours. The variations were explained as Phase I reports of 1976-77 status; local situations requiring change; and

Phase I estimates not corrected for 5-week months, averaging, or fractional parts of hours.

Regarding the IIC log or formal minutes, nearly all schools (27) showed matching Phase I and Phase II data--including keeping no log or minutes. In 3 cases, schools kept a log in 1976-77 and apparently reported that as the 1977-78 practice.

Five schools were identified for verification of the number of Phase I respondents for the IIC questionnaire, where there was a conflict with reported IIC membership. In effect there was only one error (a clerical error on the questionnaire); in three cases the principal completed the instrument alone; and in one case the number of respondents exceeded the membership because aides who had assisted were counted as "respondents."

Finally, in five schools there was a question regarding IIC meeting time allocations, where significantly more or less than 100% of time was accounted for in Phase I. Explanations included use of incomplete time allocations for 1976-77 (2 cases) and clerical errors of various sorts (3 cases).

(d) Unit/Team Activities

Two unit questionnaire items were identified for validation across all schools, relating to the role of the unit teacher. Item 1 asked for the best descriptor (of four alternatives) of the teacher's regularly-scheduled teaching activities. Given that the individual Phase I respondents were not known, that indeed not all unit teachers had responded, and that it was not feasible in Phase II to contact every individual, a large majority of overall unit responses was verified (25 of the Unit 2 groups, 21 of the Unit 5 groups), as detailed in Product 1. Where there was an apparent Phase I-Phase II mismatch in a total of 14 units, this was explained as (1) confusion with the task --definitions, directions, or reference to what "part" of the instructional program, and (2) "local" situations including changing assignments during 1977-78 and responding in

general over the years rather than for October 1977. Discussion of this item revealed considerable concern about the restriction to four alternative descriptors, and thus many teachers appeared to be unsure of their assignments (in terms of the options given). It was of interest that in four units the explanation lay in confusion over whether the item referred to "total program" or the "IGE subject(s);" the same concern was voiced by individuals in other units where the Phase II team judged a "general match between Phase I data and Phase II findings."

Item 2 asked for percentage of unit students with whom the teacher had regular instructional contact regardless of teaching activity/mode. A strong majority of unit responses was verified (46 of the possible 60 units) as a general overview of unit staff time, under the same limitations that obtained with Item 1 above. There was a wide range of explanations given for instances of mismatch, which included: confusion between percentage of students and percentage of time; the attempt to agree on a single response for all unit teachers; difficulty in defining "instructional time;" response for only some students or for a point in time that was not typical for the unit. As with Item 1, reservations were expressed about the item even in units judged to have had validated Phase I data across respondents. The problem lay primarily in definition of "regularly scheduled" and "unit," since so many units appear composed of half-units, some self-contained classrooms, some children for half the day, all children for one subject, and so on. In this sense, a clearcut (but not clear) relationship emerged between Item 1 and Item 2, for an "error" in the first often led to difficulty with the second, resulting in "reasonable" but inaccurate response.

All unit groups were also asked about how they handled two items in Phase I and whether definitions posed problems to them; actual validation of Phase I responses was not involved. One item (Grouping, page 11 of the Unit Questionnaire) asked

teachers to identify seven possible grouping conditions and percentages of time in three subject areas. The specific task, however, related to the first strategy and whether "individual seat work, solving math problems, or reading assigned texts" was included in that category. It should be noted that this task was hard to frame (isolating one piece in a complex item) and hard to get clearcut responses to, partly because of reported staff difficulty in Phase I and perceived "confusion" in Phase II on the entire item. However, since a team rating was to be based on overall unit response, it was possible to get a sense of the degree to which "individual work" had been appropriately indicated in Phase I. Table 5 shows these findings over the total group of 60 units; responses from 8 units (13%) were unclear on this point.

TABLE 5

Distinctions on Phase I Grouping Item Across All Units

Phase I Handling	Number of Units
Appropriate Distinction	17
Somewhat Appropriate Distinction.	12
Confused, Inconsistent Handling	12
Inappropriate Distinction	10
Not Applicable	1
Unclear	8

All units were also asked whether they had experienced difficulty in responding to the item on released time (hours per week for unit meetings) because of definitional problems. Two-thirds of the units reported no problem, one-fifth reported some difficulty, and the remainder were unclear responses or not applicable. Possible definitional problems included "school-day time," "regularly scheduled," "hours per week," and "for total unit staff," the first of which posed the most difficulty because of staff disagreement over the meaning of released time. Based on these findings, it may be surmised that a significant proportion of units reported inaccurate figures in Phase I (Item 1, page 13, Unit Questionnaire).

Finally, nine units were identified because of disparity between unit membership and number completing the Questionnaire; and six units for accounting for notably less than 100% of unit meeting time. Findings were very similar to those reported in (c) above for the same validation tasks with the IIC. Generally, in these schools, the unit leader completed the questionnaire, but there were also isolated instances of clerical error and confusion over real unit composition. With respect to allocated meeting time, explanations included: clerical error, uncertainty as to unit functions, response for total day rather than meeting time, and regular use of half of the meeting for non-unit matters.

(e) Student Testing in Phase I

Nothing covered in this section is, strictly speaking, validation of Phase I data. However, it does constitute an important validation function as it relates to the apparent quality of the testing situation and the test results.

Unit staffs discussed the CTBS, examined copies, and rendered group judgements as to the match between CTBS content and the curriculum in general in 1977-78 in those units (in fall 1977 where that could be specified). In a number of instances, unit staffs had not seen or administered the CTBS in Phase I and thus either had to examine the test in detail or rely on "general feel;" this was also true for many units where the staff had administered all the Phase I measures. With such limitations in mind, the findings presented in Tables 6 and 7 should be interpreted as gross indications of match, since many respondents found it hard to relate the measures to the fall 1977 curriculum, expressed reservations about standardized tests in general, and otherwise found this task somewhat difficult (note the number of units with Unclear responses, for example). Overall, Unit 5 groups judged a considerably higher level of test/curriculum consonance than did Unit 2 groups, for all subtests.

TABLE 6

Degree of CTBS and Local Curriculum Match, Unit 2

Number of Units (Total = 30)

	None	Little	Moderate	Lot	Much	NA	UN
Reading Vocabulary	1	5	6	5	7	1	5
Reading Comp, Passages	1	3	10	7	6	1	2
Reading Comp, Sentences	1	3	8	8	7	1	2
Math Computation	1	6	9	8	3	1	2
Math Concepts & Applic.		5	11	8	3	1	2

TABLE 7

Degree of CTBS and Local Curriculum Match, Unit 5

Number of Units (Total = 30)

	None	Little	Moderate	Lot	Much	NA	UN
Reading Vocabulary		1	5	10	10	1	3
Reading Comp (General)		2	3	12	11	1	1
Math Computation		2	6	8	12	1	1
Math Concepts & Applic.		2	7	10	9	1	1

Testing conditions themselves were explored based on recollections of unit staffs, principals, aides, counselors, or others who had administered the measures; some individuals recalled the details vividly, while most had some difficulty recreating the situation. The responses for Unit 2 and Unit 5 groups were remarkably similar; thus what is discussed here is across the 30 schools. The essential findings are presented in answer to ten questions general to all testing and one specific to the SFTAA. Responses in Table 8 are generalized; "other" may include not applicable, don't know, and unclear responses. Detailed data are contained in Product 1.

TABLE 8

Basic Responses to Questions on Testing Conditions

Questions and Responses	N Schools	% Schools
1. <u>Reaction to tests themselves?</u>		
Appropriate, adequate	23	76%
Inappropriate	5	16
Other	2	7
2. <u>Attitude re administering tests?</u>		
No special objection, no problem	16	53
Problematical for various reasons	12	40
Other	2	7
3. <u>Attitude re time required for testing?</u>		
Not a problem, worthwhile to test	20	66
Problematical for various reasons	10	33
4. <u>Was the testing of value to unit and/or school?</u>		
Yes	12	40
Little or no perceived value.	15	50
Other	3	10
5. <u>Tests administered so results are trustworthy?</u>		
Yes	26	86
No	2	7
Other	2	7
6. <u>Was the test atmosphere generally quiet?</u>		
Yes	26	86
No	3	10
Other	1	3
7. <u>Were shortcuts on time taken (rushing)?</u>		
Yes	4	13
No	25	83
Other	1	3
8. <u>Was the testing scheduled comfortably?</u>		
Yes	22	73
No	7	23
Other	1	3
9. <u>Was the usual careful approach to testing taken?</u>		
Yes or apparently so	28	93
No	1	3
Other	1	3
10. <u>Did students try, did they concentrate?</u>		
Yes	24	80
No	4	13
Other	2	7
11. <u>Was SFTAA administered to total grade group at one time (up to 50 at one time and in one place)?</u>		
Yes	13	43
No	13	43
Other	4	13%

2. Are there significant turning points in the implementation sequence?

This was an exploratory inquiry in the sense that it represents a byproduct of Phase II rather than a focus. There was, for example, no attempt to pursue the topic in depth or to validate any findings against outside measures in any formal way. The question may well be worth a survey in itself, especially to those interested in expanding and/or refining ICE implementation, and may be associated with other studies on this general topic including the recent report by Gaddis on ICE school attrition (issued as R & D Center Technical Report Number 447).

Principals and others were asked to identify turning points in terms of "points at which problems to be overcome seem insurmountable and after which there is a period of smooth operation." For discussion purposes, the primary response of each school is included in Table 9 below, and these break out into three distinct groups: (a) one-half the schools reported points or circumstances that were viewed as positive forces; (b) one-fourth reported negative points; and (c) the remainder gave either an unclear response or reported no particular turning point. In connection with the latter, staff members were unable to identify turning points. In some cases this was because they felt the program had always run smoothly or that it gradually ran smoother each year as they gained more experience with ICE concepts and implementation strategies; in other cases, this was because the ICE program was still facing problems and had not yet become a smooth-running operation. Certainly the school's perception of past and present status, along with its ability to identify key factors in the implementation process, affect the relevance of the responses provided.

Schools providing any sort of direct response fell into two categories: those who associated the turning point with the advent of a smooth running operation, and those who associated it with stagnation or decline of the ICE program. Within both categories there was a wide range of responses, with only moderate centrality.

One-third of the schools indicated a positive turning point associated with staff acceptance and implementation of the multiunit organization including full operation of the IIC. In the other five schools, related

turning points were associated with parent approval, successful delineation of curricular objectives, and the IPM. In connection with the latter--perhaps the only surprise in the data obtained--two schools reported that the turning point for successful operation was related to cutting back the initial ICE thrust. These staff members felt that the goals for implementation were set unrealistically high for the first years, and the goals were later set at more attainable levels. Specific examples included dropping science as an ICE subject area, reducing student movement during the school day, and reducing emphasis on the IPM.

TABLE 9

Reported Turning Points in Implementation Sequence

	Schools
POSITIVE RESPONSES	
Joint staff decision to go ICE	2
Recruitment of good staff, removal of weak staff or UL	3
Parent approval and involvement	1
Staff acceptance and implementation of multiunit organization	4
Full operation of the IIC (its several roles)	1
Successful delineation of objectives in subject areas	2
Reduced emphasis on IPM and multiaging	2
NEGATIVE RESPONSES	
P made unilateral decision to go ICE	1
Recordkeeping requirement	2
Minimal training/assistance for staff at outset	1
Mass reassignment of staff to subjects and grades (by district decree)	2
Concurrent district dicta: narrow curriculum defined, no funds for inservice, reduced number of aides, no more student teachers	1
Concurrent interactive factors: loss of aides, loss of planning time, reduced Board support, reduced staff commitment, greater costs	1
UN	2
None reported	5

Other positive factors mentioned (as secondary turning points) included provision of a new building, federal funds to support individualization, district support, and development of a recordkeeping system.

Turning points associated with a decline in the IGE program also related to circumstances either at the outset of implementation or considerably later on. Several schools referred to influences outside the school, usually at the district level, as noted in Table 9. Staff at a few schools indicated that the program was hurt by more internal problems, such as a unilateral decision to implement IGE without staff support or the demands of the recordkeeping system. (In one school the student records system was abandoned because of the burden on teachers and this in turn caused the slow erosion of the IGE program). It was also reported that the impact of negative factors was sometimes in terms of multiple circumstances rather than single turning points. Secondary effects (not included in Table 9) were mentioned: increased cost of program maintenance, and slow erosion of the initial staff commitment combined with increasing resistance from those who wished to return to self-contained classrooms.

Based upon these somewhat limited findings and observations, it may be surmised that turning points (either positive or negative) can occur at the outset of implementation or subsequently, that they may occur but not be recognized until later, and that the concept can include "multiple factors" as well as single events or circumstances. In particular, with reference to either positive or negative factors, the effect may be cumulative and it may not be possible to isolate individual elements in the mix of things.

One other related finding (to be discussed in a later section) emerged when the responses of seven "high" and seven "low" implementing schools were examined. Consistently, the low implementation group mentioned what are here called negative turning points, while the high implementers either reported positive factors or did not specify any turning points.

3. Are there general indicators or predictors of success/failure?

This question is highly related to the one just discussed.

Again, Phase II reports represent a byproduct, since Phase II did not specify criteria in advance or focus special attention on this inquiry. Whereas turning points reflect school staff assessments of their history, the findings discussed here are restricted to team judgements and general observations. In view of the literature and common knowledge about IGE, nothing reported here appears to be at all unusual or unexpected, but rather a reinforcement of the general wisdom about what is required in order for any dramatic change in school practice to flourish and prosper.

In terms of success, the general indicators reported most frequently have to do with the school staff, for nearly half the schools including at least one of the following: a majority of the staff had been looking for an alternative to traditional education; the staff made a joint decision to initiate IGE in the school; or many of the school staff members displayed a willingness to work extra hours and work cooperatively in initiating and implementing the IGE program. Success is also attributed to (and thus predicted by) staff encouragement of individual student achievement and growth, substantial parental support, and continued inservice activities of a practical sort for learning and rejuvenation.

In terms of failure, the general indicators again have to do with the school staff, including one of the following in about one-third of the schools: a unilateral decision by the superintendent or principal to initiate IGE against resistance from (or without the participation of) a majority of the staff who were unwilling to devote time and energy in moving away from traditional practices; or as time passed, decreasing attention to student re-evaluation and regrouping, causing a return to practices characteristic of the self-contained classroom. Other indicators of failure appear to be lack of leadership by the principal; changes in enrollment bringing about unfortunate teacher assignment changes; inadequate building and facilities; unionization; lack of cross fertilization with other IGE schools; and lack of actual individualization and application of the IPM.

Phase II visit teams were unable to identify general indicators of success or failure as an IGE school in the remaining one-sixth of the schools.

The comparison of high- and low-implementing schools (see Section B) was intended in part to determine whether special indicators exist in school IGE history that might differentiate the two groups. As noted in detail later, none of the comparisons made on specified items (except for Turning Points in Implementation Sequence) suggested that the two groups differ systematically. In spite of the findings reported above, for example, a look at the item on "reasons for going IGE" shows the two groups to be virtually identical in the frequency and range of reasons given by school principals and others. The same is true for the initial implementation step, the kinds of assistance provided by the key originating agency identified by the school, and the range of personnel trained in the first two "major training events."

In a tangential way, one final set of findings is related to this question (as well as to question number two above). Respondents were asked to describe positive and negative impacts/consequences of the adoption of IGE in the two-year installation period, and of IGE continuation up to 1977-78. While these impacts will be treated in detail in relation to implementation history, it is worth noting here that the reported impacts/consequences appear to be closely related to both predictors of success/failure and turning points in the implementation sequence. Positive impacts, for example, include such matters as improved staff cooperation and communication, greater parent involvement, improved ability to meet individual needs, improved management of the school, and a new sense of district commitment. On the other hand, reported negative impacts and consequences include decrease in administrative support, excessive time required for recordkeeping, staff resistance evidenced in various ways, "confusion" over student movement and implementation of the IPM, and perceived disadvantages of the multiunit organization.

4. Is staff attitude consistent with IGE concepts?

This question takes on special significance when it is recalled that the 30 schools were selected on the basis of high and low self-report

implementation status scores. In view of much that has already been reported about staff awareness and commitment, it is reasonable to theorize that considerable variation in staff attitude would obtain along with meaningful differences in their assumptions about educational practice.

The Phase II visit teams reported that the consistency of staff attitudes with respect to the concepts underlying IGE falls into three categories: (1) a great majority of the staff members in about one-third of the schools had attitudes very consistent with the concepts underlying IGE; (2) in about one-half of the schools there was a good deal of consonance, but either a significant number of the staff did not have attitudes consistent with IGE concepts or the school did not implement certain components of IGE; and (3) in the remainder of the schools there was overall a lack of consistency with regard to IGE concepts. When these judgements were reduced to a simple Yes-No rating for the overall staff attitude and acceptance of underlying IGE concepts, the result was Yes--23 schools, and No--7 schools. It seems clear, however, that some of the Yes judgements are moderated by the recognition that the majority of school staff accept IGE-like concepts but do not (or have not yet) put all of them (or even the most important of them) into practice.

In the schools exhibiting the most consistency, it was sometimes noted that there was a great deal of staff unity or that the staff was young and vigorous. It was also frequently true that new teachers were required to undergo pre-service orientation or that many of the teachers had served as student teachers or interns in IGE schools before teaching in their present school.

In the schools exhibiting more general consistency with IGE concepts, it was sometimes noted that certain IGE components were not conceptually accepted and/or not implemented as a part of the program. In other cases it was noted that there was significant variance between theory and implementation. In a few cases it was indicated that there was significant variance in attitudes and implementation within and/or across units in the school.

Of those schools showing a lack of consistency with regard to IGE concepts, most included some staff members who have attitudes consistent with IGE concepts but these people were definitely in the minority. There was also generally a great deal of variation in attitudes and practices across units, with IGE practices also in the minority.

Understandably, it is difficult to put these observations on a scale with any precision, particularly since no measurement of individual attitudes or practices was undertaken. An attempt was made, however, to scale the overall school variation in educational philosophy (based on climate, observed practices, interview content, and the like), regardless of specific IGE concepts. Table 10 shows these results as gross judgments for each school visited.

TABLE 10

Ratings of Overall School Variation in Educational Philosophy

Degree of Variation	Schools
A great deal	5
Somewhat	7
Moderate	7
A little	7
Hardly at all	4

TABLE 11

Unit Definitions of Specific Instructional Objectives

Definition	Unit 2 (N = 30)	Unit 5 (N = 30)
Global	2	-
Less global	2	2
More specific	7	10
Highly specific	4	2
Mixed definition	3	3
Not Applicable	1	1
Unclear	7	8
Don't Know	4	4

Another insight into staff attitude and IGE philosophy is offered by a look at the findings related to Unit 2 and Unit 5 definitions of "specific instructional objective." Unit staffs were asked, as a group,

to make such a definition, with the following results across all 60 units. As shown in Table 11, Unit 2 and Unit 5 groups responded almost identically. More specific, highly specific, and mixed definitions account for just half the units at both levels, but the number of unclear and don't-know responses is also noteworthy. Teams found this a difficult topic to get unit staffs to address, to dig into, or to agree upon. Further, it appeared that the unit response was as often dictated by current practice in one or two subjects (the actual set of objectives being used in some way) as by the group's philosophical stance on what such objectives "are or should be." Certainly there was not any clear consensus within or across unit groups, nor was there any preponderance of definitions in favor of the specificity of instructional objectives.

5. Is there cooperative planning regarding the instructional program?

In more than half the schools, the teams concluded that there was strong evidence of cooperative planning regarding the instructional program at the unit level. In most of these schools, cooperative planning was evidenced in instructional management, staff differentiation, and providing for continuous student progress. In the remainder, staff differentiation appeared more firmly entrenched than did continuous progress.

In about one-third of the schools there was some evidence of cooperative planning at the unit level, with little or no leadership and coordination across the units. In some of these schools, a moderate level of cooperative planning took place in all units, while in others it appeared in only some units.

In the remaining one-sixth of the schools, there was almost no evidence of cooperative unit planning regarding the instructional program. In these schools there was no functioning IIC to exert leadership or to provide coordination. Although there was some evidence of either staff differentiation or continuous student progress in individual units, the efforts were weak, and they failed to have a significant positive effect on the overall school instructional program.

The overview above is based on general judgements regarding cooperative planning and its correlates across all units in the given schools and then for the schools as a whole. Reference to weak or non-existent cooperative planning in the units (in one-sixth of the schools) is necessarily tied to the lack of a functioning IIC; although, in other situations, minimal leadership or coordination does not appear to prevent certain units from engaging in the cooperative planning, differentiated staffing, and continuous progress modes necessary for a reasonable implementation of the IPM. Overall, the Phase II teams judged that in about half the schools, cooperative planning was both evident and fairly effective.

The picture changes somewhat when more specific matters are considered, first at the school level, and second with reference to the two units of special interest in each school.

Table 12, for example, outlines the level of IIC/PIC guidance of the instructional program, based on interview content and overall observation. The first three categories (15 schools) define decreasing but positive degrees of IIC guidance and "control," although there still may be consistent planning involved. All other categories (15 schools) define minimal to zero planning and guidance of the schoolwide instructional program.

TABLE 12

IIC/PIC Functions in Guiding Instructional Program

	<u>Schools</u>
Overall, IIC plans/coordinates instructional program in integrated way, and units adhere to plans	4
Overall, IIC plans/coordinates in general way, and units work within that guidance and/or make more specific plans . . .	5
Overall, IIC plans/coordinates in general way, and units have option to follow the plan.	6
Overall, IIC plans/coordinates in minimal way	2
Overall, IIC does not plan/coordinate instructional program . . .	5
UN.	3
NA (there is no IIC)	5

The IIC and other staff were asked about staff involvement in developing, adopting, or adapting schoolwide instructional objectives for reading and/or language arts. Table 13 outlines the findings, showing full staff participation in eight schools and lesser amounts in all other schools. This is of course related to the existence of objectives in two subject areas, and a number of schools reported not having such objectives. However, for those with such objectives, the range of staff participation may be of interest with respect to cooperative planning.

TABLE 13
Staff Participation in Developing/Adopting Schoolwide Objectives

	<u>Schools</u>
01 Full involvement in process, total staff . . .	8
02 Full involvement in process, committee	3
03 Review by total staff or committee	2
04 All work done by/in units.	4
05 All work done by IIC	2
06 Dictated by district/diocese	4
NA (no schoolwide objectives reported)	3
UN	4

Unit 2 and Unit 5 practices were examined in Phase II, as reported in Table 14 in terms of three questions related to instructional planning. The earlier observations regarding all units are reflected here for Units 2 and 5 in each school: over half these units are judged to engage in cooperative planning, and differentiated staffing appears to be a stronger characteristic than provision for continuous progress. Each item reported here, however, is qualified by categories other than simple Yes-No responses, and these are important since they relate to frequency of planning, a limited sort of differentiated staffing (only during planning), and applications only to certain (IGE) subjects. In other words, few units appear to make cooperative planning in the broadest sense a regular and consistent part of the unit operation in relation to the instructional program.

TABLE 14

Unit 2 and Unit 5 Instructional Practices Across 30 Schools

	<u>Unit 2</u>	<u>Unit 5</u>
Cooperative unit planning engaged in?		
Yes	18	19
Somewhat (e.g., inconsistent; via IIC; infrequently)	8	6
Only for certain subject(s)	1	3
NO	-	-
NA	2	2
UN	1	
Results in smooth IPM & Continuous Progress?		
Yes	8	7
Somewhat	4	5
Only for certain subject(s)	2	5
NO	8	8
NA	2	2
UN	6	3
Results in differentiated staffing?		
Yes	14	11
Somewhat (e.g., only during <u>planning</u> ; part of unit staff)	5	5
Only for certain subject(s)	1	6
NO	5	3
NA	2	2
UN	3	3

A validation task already reported (page 32) also relates to cooperative planning so far as actual applications are concerned. It was found that in some schools, specific schoolwide instructional objectives exist but are not consistently employed, and also that in other schools without SSI0, certain units have filled the gap on their own at least to some extent. Both situations imply a limited sort of instructional planning at the school level, although actual data for this question were obtained from a specified set of 13 schools.

6. Is there an attitude of seeking refinement and renewal?

The Phase II visit teams found many positive indications of pride in the school program and a general recognition of things well done in about two-thirds of the schools, irrespective of IGE status. They also found active seeking of improvement in about one-third of the schools,

including general efforts across the school program and specific efforts such as staff cooperation on curriculum development and revised student reporting systems. These feelings of pride and accomplishment as well as efforts toward improvement were not limited to IGE elements, however. They included overall school programs with their unique adaptations of IGE components, and applied in one or two cases where IGE is no longer recognized. Thus, at least in this cadre of schools, IGE per se does not automatically account for such positive attitudes and efforts. By the same token, as suggested earlier in other contexts, it is not easy to distinguish "IGE" elements from the "general educational program" in a number of cases. Either IGE is implemented at a low level and thus is not very distinguishable, or it may be operating at a high implementation level and thus constitute the school program whether or not it carries a label. It would likely require a case-study approach to these schools, with all that implies, to examine this whole question definitively in terms of IGE status, renewal, and refinement.

Of the remaining one-third of the schools, some generally accepted the status quo while a few others almost totally lacked pride in the educational program and were making little effort to improve. Again, this applied to the overall school program as well as to IGE operations. The staff in a few schools recognized that IGE was not proceeding very well, much less "growing," but this was not always a problem to some staff members who were in favor of returning to a more traditional school program. In these instances, there also appeared to be a weak or non-existent IIC/PIC, a new or essentially uncommitted principal so far as IGE goes, and a history of IGE implementation obstacles of various sorts.

Overall, about one-third of the schools were found to be actively seeking external inputs, including evaluations, college courses, and visits with personnel in other IGE schools; and a couple of schools conducted self-evaluations and assessments periodically. (In most of these ten schools the principal and other staff members stated that external inputs were important for maintaining vitality and rejuvenation in the long run. In a few schools, though, there was indication of a

significant amount of external input, even though it was not actively or systematically sought). In another third of the Phase II sample the question was moot, while in the remaining one-third of the schools there were indications that the staff did not seek external inputs and as a result there were few if any such inputs.

With respect to pride, refinement, and seeking after external resources, the discussion above might apply to any set of 30 elementary schools, showing that a majority are generally satisfied with the program but also seek refinement in various ways. When the sample of 30 is viewed as "IGE schools," however, a key feature of sample selection (high and low levels of apparent implementation) must be recalled.

7. How are the (state) networks perceived and utilized?

For purposes of this question network is defined broadly to include state networks, leagues, PACTS, HUBs, and any other such organizations outside the individual school--with emphasis on the state-level organization but also conceived as the total matrix of such resources.

About one-third of the schools indicated either that the network provides virtually no positive benefits or that no network exists, with most of these schools also reporting no positive benefits from the existing network. A few other schools indicated that the network had been a positive force at an earlier date but that it no longer provides many positive benefits. Thus, overall, approximately one-half of the Phase II sample both utilize and value the network at a very low level or not at all. This is somewhat confounded by the fact that a number of these schools were apparently unaware of the network, past or present, since being truly unaware would lead to no utilization and no valuing of the network per se. As noted below, eleven of thirty schools indicated no awareness of a state network, but this does not rule out more local associations.

Another third of the schools reported that they currently receive some positive benefits from the network in general or view the network as an important source of both materials and enrichment. Among the specifics mentioned were: statewide IGE conferences; newsletters; regional, league, or other inservice or "sharing" meetings from time to time; joint activity (within a league) at self-evaluation; AIGE as a "supernetwork" in relation to annual conferences; trading ideas on

curricula; general and specific courses at TEIs. Overall, however, when specific benefits were mentioned, they more often related to networks at regional or local levels than at state levels (association, SEA, coordinator, SICC, or liaison). Similarly, neither the R & D Center nor IDEA was viewed as a "network," although they were recognized by most schools as originating agencies and contributors to existing networks.

There was some indication that networks had been very important in initiating IGE a few years ago, but that they are now much less active in recruiting new schools or in providing enrichment and rejuvenation to "old" IGE schools at the present time. Where specific statements were made, for example, it was sometimes noted that state networks focus only on new schools (perhaps more a rumor than a "fact") to the exclusion of the needs of existing IGE schools, and the reverse complaint was also voiced. In addition, there was some concern that networks have been losing their funding resources in the recent past, causing personnel to be switched from facilitator roles at the SEA level. A few respondents felt that these trends will hurt IGE severely, since IGE extension to new schools will be limited, and present IGE schools may abandon the movement because of the lack of technical assistance and refinement activities. In one state where two schools were visited, both principals mentioned the efforts, in spring 1978, to recreate a regional league network since they felt it was indispensable to continuation of any level of IGE implementation.

In addition to the general perceptions reported above, the interview data were also reduced to answers to several specific questions on the state network, as detailed in Product 1. Of the 30 schools, 19 were judged to have at least a reasonable awareness of the state network (on a Yes-No basis), but when this was probed further, there was no central notion of what the network comprised. Where a school indicated that the network was composed (only) of TEIs, or a league and regional agencies, or "all IGE schools in the state," a question might be raised as to true awareness of the state network or the state network concept. Nonetheless, other questions were pursued among these 19 schools, yielding the following findings: (a) 6 schools put some or a great deal of value on the state network as a resource, while 13 indicated little or no value, (b) 9 schools reported some form of continuing communication in/with the network, with

the remaining 10 schools having no communication or being unclear about it, and (c) 6 schools felt that the state network continues the developmental and technical assistance roles of the originating agencies, while the remaining 13 schools felt that this was not so, did not know, or were unclear about their reactions.

Overall, it seems quite apparent that state and other networks are either unknown among the schools or nonexistent, that where schools are aware of the (state) network they are not conversant with its composition or the breadth of available resources it offers, and that in general schools do not utilize the networks to any marked degree with regard to current enrichment or refinement of IGE practices. By and large, "network" seems to mean some organization or grouping at less than the state-wide level, and the sorts of assistance sought or obtained are somewhat minor or minimal compared to the potential of what a state network could provide. Finally, while the network concept may be valued to a considerable degree, the networks themselves are not (for various reasons)--although there is a strong indication that in past years they were both more active and more highly valued.

8. Is IGE worth it--in time, money, energy?

This topic was discussed directly and indirectly in interviews at all the schools, with emphasis on "Does IGE cost too much?" as well as "Is IGE worth it?" to evoke both positive and negative reactions.

When staff responded in terms of budget, about two-thirds of the schools stated that IGE involved either no additional monetary costs or minimal additional costs, at least at the present (1977-78). This was often true because the superintendent and/or principal made this a necessary condition for implementing and maintaining an IGE program in the school. Staff members in some of the schools indicated that there should be some additional funds for operating an IGE program and that the lack of such funds has limited the level of implementation. In some other of these schools it was mentioned that there were a few additional monetary costs but that they were offset by efficiencies in staff utilization, sharing of instructional materials, or additional assistance by parent volunteers.

In terms of time and energy, staff in these schools indicated that IGE requires greater amounts than traditional programs but is worth it. Many of these schools gave specific examples of the benefits gained from the extra time and energy devoted to IGE: increased student achievement; teacher cooperation and sharing; better student climate in terms of responsibility, growth and discipline; and personal and professional growth of teachers. This observation must be moderated, however, in terms of level of implementation aimed for and achieved and actual staff output of time and energy. The Phase II visitors indicated that in some schools the apparent expenditures of time and energy were not very great, considering the restricted levels of implementation. Also, staff in a couple of schools stated that the extra efforts could not be sustained for continued success of the IGE program if it were not for certain conditions, e.g., aides to assist teachers, or the presence of federal funds to purchase necessary instructional materials.

Staff in about one-fourth of the schools stated that IGE does require too much commitment, in terms of money, time and/or energy. In most cases they continued by stating that IGE was really not being implemented in the schools, in spite of its potential. Sometimes, IGE had never actually been implemented, and other times there was a return to traditional programs as budgets were cut or staff refused to continue to devote the additional time and energy necessary for successful implementation. Apparently, the prediction or the experience of these "costs" was an important factor in level of commitment and practice.

In addition to the general observations above, visit reports were analyzed as to school perceptions of "costs" and "savings" involved in IGE implementation, across the total period to the present. Table 15 outlines the specific findings across all schools. Data in the first block are restrictive; that is, each school has one entry (17 schools in effect reported no costs or minimal "costs;" 13 reported no "savings"). The remaining data represent 1, 2, or 3 entries for all the other schools.

While monetary matters were mentioned, they were less frequent overall than other types of entries, and notably less frequent in the "costs" column. Conversely, 14 schools mentioned monetary savings in terms of actual dollar output and use of community personnel resources. Table 15 is set up so that roughly equivalent categories may be contrasted as perceived costs or savings. Overall, there are 21 entries for costs among the

TABLE 15
School Perceptions of IGE Costs and Savings

School Costs	Schools	School Savings	Schools
None, Minimal	10	None, minimal	6
Reasonable, a little (general)	2		
UN	3	UN	5
DK	2	DK	2
Costs for instructional materials	3	Share materials; less to buy	8
Salaries for aides	5	Less cost for substitutes	1
		More community resources used (parents, retired teachers, other volunteers)	5
Workload on staff (sometimes means reduced morale)	6	More efficient use of teacher time (teaching, planning)	2
Maintaining staff commitment	2		
Rivalry between IGE & non-IGE staff in the school	1	Better staff morale	2
Resentment in non-IGE schools	1		
Attribution of discipline problems to IGE	1	Student responsibility, less vandalism, better discipline	3
Time to persuade community of IGE value	1	Better community attitudes re: education	1
Time for League activities	1		
		More efficient use of principal's time (more on instruction)	2
		Better education for the same money	2

13 schools responding with specifics, and 26 savings entries for 17 schools providing specific responses.

On balance, this sample of schools--irrespective of current IGE implementation status--judged that IGE is more worthwhile than not in terms of the costs of time, money, energy, and perceived more specific savings than costs associated with IGE.

9. What specific IGE-related cost data are available?

This inquiry included two essential tasks: obtaining specific cost data according to data needs outlined by the Center, and studying the feasibility of obtaining these and related data. The preliminary tabulations (Product 1) report all the essential findings concerning feasibility, and Appendix C contains specific school-by-school dollar figures for given categories in the installation period as well as the 1976-77 school year. In both cases, interpretive commentary is included.

The findings strongly suggest that IGE-related cost data are not easy to obtain in any case, and definitely not on short notice. This observation covers high- and low-implementing schools, although there was a tendency for the most committed IGE principals to be more able to provide specific data. Generally, however, the majority of schools indicated (both by direct interview response and by the nature of the data provided) that it was either difficult or impossible to (a) isolate IGE-related costs from general school operation costs, (b) distinguish IGE installation costs in the first two years from later IGE program operation costs, (c) specify precise installation-period costs on a line-item basis, (d) distinguish the costs of instructional materials for the units from those obtained for the school as a whole, (e) separate out IGE-related plant operation costs from general plant expenses, and (f) indicate with any precision the extent of instructional participation by student teachers and volunteers.

It was typical that where figures were provided, they were estimated rather than precise, and they were accompanied by Don't Know, Unclear, and Blank responses for certain categories. For these reasons, where actual total figures are derived (for the installation period or for 1976-77) they are frequently suspect of being underestimates. In some cases it was possible to obtain more complete data by phone after

the field visits, but generally the task of recalling, locating, or specifying precise line-item IGE-related costs proved to be a burden to school principals.

Even for the more recent period of interest, the 1976-77 school year, and even where this involved total school operational costs (irrespective of IGE per se), many schools found it difficult to provide such information, and RTI judges that in only 14 cases were the requested data reasonably complete. Many estimates or arbitrary figures were reported along with a number of Don't Know, Unclear, and Blank responses. In addition, in some schools the best that could be done apparently, was to provide a mixture of 1976-77 actual expenditures and 1977-78 budgeted amounts. For this part of the inquiry, a number of unique situations came to light, such as one school's budget always being on a calendar year basis; some budget or expenditure items appearing to be privileged information; unclear combinations of school allocations with Board allocations and outside income; and one school's requirement of an annual per-child book fee to be paid by all parents.

Data for some schools were complete enough to allow Center personnel to examine them on a case-study basis and to generate hypotheses concerning relationships, possible changes over time, and the actual meaning of "IGE-related" costs. However, by and large the Phase II findings, at least under the circumstances of a brief field visit, are discouraging with respect to the feasibility of obtaining clear and reliable cost data for early periods in IGE implementation or for more recent periods. Both the unavailability of cost data (records never kept, different definitions and different line-item categories, unique situations) and the difficulty of distinguishing IGE from general costs seem, in the main, to account for this observation.

10. What are the key features of implementation history?

(a) Initial Implementation History Related to Originating Agencies

Many specific findings, particularly with reference to installation and implementation practices at the school level, are presented in Product 1. They will be referred to in this section as certain questions are dealt with, but this will frequently be done in the larger context of broad IGE implementation activities.

The initial training engaged in, for example, was usually not a function of the school itself but necessarily occurred directly or indirectly in larger frameworks such as leagues, SEAs, and the originating agencies. In turn, the activities of these agencies were inextricably bound together by the overall history of the IGE movement, so that the roles of originating agencies, the provision of inservice training, the development of superstructures, and the functions of the networks represent different facets of one broad development. In this sense, the individual schools were only small cogs in the wheel, but of course Phase II solicited the perceptions of these schools in relation to all these interrelated factors.

While a wide array of data were obtained with respect to the roles of various agencies in the whole implementation period (in initial commitment and installation, in initial formal training, in subsequent training, and in subsequent support and assistance), it was difficult for school staffs to reconstruct the details involved. Probing helped, but there were frequent Don't Know or Unclear responses because of (a) the elapsed time since the activities took place, (b) the fact that much of the influence of various agencies was indirect rather than direct, and (c) the tendency for support activities to fuse and merge in the written record as well as in respondent memory. A number of respondents remarked that the nature of the assistance or the fact of any benefit was far more important than the who, when, or where involved. On the other hand, when respondents actually remembered the names of state coordinators and Center personnel (particularly those with whom there had been direct contact), they reported that they had been favorably impressed by both the persons they met and the sessions they attended. Generally, however,

staff members in Phase II schools did not seem to associate (or recall) particular names, places, or events with their own implementation history especially during the IGE installation period.

Most schools noted the importance of initial training for any chance of success as an IGE school, and all but one reported some sort of formal initial training event for all or part of the school staff. There were many different resources for the initial training, such as states (SEA and SICC), teacher education institutions, various network agencies in the broad sense (HUB, intermediate, district or diocese facilitators), workshops conducted at or by the R & D Center, and workshops conducted by district and/or school personnel themselves. Staff members in many schools mentioned that the experiences associated with early awareness and training were vital to IGE implementation; when they were successful, there was good impetus for the program, and when they were ineffective, it was difficult for them to start the program. Examples of "good" and "poor" initial training were cited with respect to all types of originating and other agencies, and these usually related to particular events with respect to whether or not the whole school staff was able to participate (at all or to a meaningful degree).

A major problem which was mentioned in many schools was that few staff members had received training directly from experienced personnel fully acquainted with IGE concepts, potential obstacles, and effective implementation strategies. Many of those interviewed felt that this had been a major drawback of the existing "networks" in the initial years of IGE (i.e., roughly 1970-1974).

This observation may be interpreted as a school-level reaction to the training chain concepts implemented in the early years, where the Center's resources may not have been adequate to supply training and support services for the rapid expansion of IGE across the country, and where IDEA's approach of training facilitators may not have been adequate for the direct contact school people felt to be necessary. The immediate emergence of local leagues and state coordinators apparently was not sufficient to fill the training needs of a number of staff (especially unit teachers, IMC directors, aides), and the somewhat later creation of state networks apparently was not able to fill this need in many of the states visited in Phase II. It is emphasized that these comments refer

to initial training and not necessarily to later support and assistance.

In as many as half the schools, it appears that neither the Center nor IDEA was perceived as having an active, direct role in the initial formal training the staff received. Many schools, for example, reported participation in a Principal-UL workshop and/or their own Preschool Workshop, but they did not necessarily identify these events with the Center's training model. At the same time, a significant number of schools named the Center or IDEA as the best-known agency in general and the most involved in the installation period with respect to the given school, and described the various kinds of direct or indirect assistance provided by that agency. The R & D Center and IDEA were credited with equal frequency for their roles in initial training, general assistance in the installation period, later staff development, and later support activities.

Phase II schools were queried in two different ways about the early contributions of various agencies, first as to direct or indirect assistance in initiating ICE provided by the one best-known agency, and second, as to the role of all originating agencies specifically related to training in the first year. Since the great share of "general" assistance was connected with training, the two data sets are very similar and are reported in terms of all five agency types. Table 16 summarizes the responses of the schools, including 1-5 entries per school.

TABLE 16

Perceived Direct/Indirect Assistance of Originating Agencies

	Number of Mentions				
	R & D	IDEA	SEA	TEI	IA
Provided/trained facilitator, state coordinator, or developed league . . .	1	3	1		
Coordinated, organized, planned, arranged for consultants	2	3	4	2	2
Promotion and moral support	2		1	1	
Technical assistance	2	1	2	3	
Leadership roles in school staff training; conducted training	13	2	6	6	2
Sponsorship of training events	4	3	1	2	2
ICE, implementation, and curricular materials	13	20	2		1

All five agency types were mentioned (including the appropriate SEA, a particular TEI, or a given Intermediate Agency). Overall frequency of mentions is in the order in which the agencies are listed in Table 16, with almost equal reference to actual participation in training and provision of various sorts of materials.

(b) Current Reactions to Roles of Originating Agencies (OAs)

Current assessments of the roles of OAs were obtained in Phase II, again reflecting attribution of greater overall importance to these agencies in the past as compared with the present.

More specifically, when schools rated the overall contributions of various originating agencies on several stated activities, the differential historic roles fell into place. For example, 29 schools identified the Center as an originating agency and 26 identified IDEA--but smaller numbers (19, 16, and 13 schools) identified an SEA, a TEI, or an intermediate agency, respectively. The Center was clearly rated higher than other agencies with respect to "being a source of instructional materials" while IDEA was rated higher relative to "provision of training materials." These two agencies were rated about equally on the other three topics: "implementer of IGE," "source of technical assistance," and "promoter of IGE." One other item is of interest here, relative to schools' perception of the "origination and development" of IGE, where the Center was credited with this activity more frequently than all other agencies combined. These observations, summarized in Tables 17 and 18, reflect the perceptions of only the 30 schools in the Phase II sample.

In all cases, all five types of agencies are allowed as "originating agencies," as nominated by school personnel. Ratings of various agency activities (see Table 18), for example, appear to reflect an overall awareness of and valuing of the agencies in the order named, although this does not hold for each separate topic. The scale employed for Table 18 is: 1 = high value, 2 = moderate value, and 3 = little or no value.

A somewhat different approach to the valuing of the same five originating agency types is shown in Table 19, where relationships to

TABLE 17
Perceived Roles of Originating Agencies

	Number of Schools				
	R&D	IDEA	SEA	TEI	IA
Originate/develop ICE	16	9	2	1	1
Set up various networks	7	8	3	1	1
Set up AIGE	5				
Provide \$ assistance	3		4		1
Name resources	8	6	5	4	1
Set up training chain	8	7	2	1	
Research activity	7	7	1	1	
Get ICE into TEIs	9	3	1		
UN (for all items)					4
DK (for all items)					1
"OAs not Important" (for all items)					2

TABLE 18
Phase II School Ratings of Originating Agencies
Number of Schools

Relative Value of Agency as...	R & D				IDEA				SEA				TEI				IA			
	1	2	3	*	1	2	3	*	1	2	3	*	1	2	3	*	1	2	3	*
Implementer, Dis- seminator	10	7	8	3	10	6	5	5	9	4	5	1	7	4	4	2	4	5	2	1
Source Tech Assist	6	7	12	4	3	10	9	4	8	3	7	1	8	5	4	-	4	5	3	-
Source Instruc Mats	9	8	11	1	2	2	7	15	1	-	7	12	2	-	6	9	1	4	4	3
Source Train Mats	6	15	6	2	19	6	1	-	4	2	7	6	3	6	3	5	3	6	3	-
Promoter of ICE	12	12	5	-	7	13	3	3	5	7	6	1	7	3	5	2	4	7	1	-

* UN and NA responses combined.

Scale: 1 = high value; 2 = moderate; 3 = little or no value

TABLE 19
School Relationships with One or More Originating Agencies

	Number of Schools				
	Yes	No	DK	NA	UN
School aware of orig agencies?	30				
School use their resources?	21	8			1
School communicate w agencies.	22	7			1
Have intermediate agencies taken on OA functions?	19	6	1	2	2
School begin ICE without OAs?	6	23			1
School continue ICE without OAs?	25	2			3

one or more OAs are combined into single responses. All items reflect current 1978 school perceptions. Of particular note--especially in view of the selection of low-implementing schools into the sample--is the report that the great majority of schools could not have begun ICE without the originating agencies but that they could now continue ICE without those agencies. At the same time, barely two-thirds of the schools feel that intermediate agencies of various sorts (IAs, leagues, networks, associations) have taken on OA functions. Thus, apparently a number of schools feel they can continue their level of ICE operation "pretty much on their own" without a notable degree of assistance from originating or other agencies. This observation substantiates earlier findings on awareness and utilization of various networks, and also relates to Table 19 data as to current communication with OAs and use of their resources. (In this regard, note that "use of resources" refers to curricula or training materials which the school has had for some time, and "communication" refers primarily to newsletters or other mailings from the originating agencies rather than school contact in pursuit of technical assistance or new training materials). This observation is also much related to another finding, in respect to the resources used in current ICE inservice, in which the item most frequently mentioned is "within-school staff" and in which that resource is indicated as the primary inservice resource in almost half the schools.

School views on past and present dependence on outside agencies--as well as indications of current ability to proceed independently--are of course related to the level of ICE implementation which the school has either reached or is striving for. As indicated elsewhere, this level is sometimes relatively low.

(c) Practices at the School Level

This section is an overview of some of the basic elements of implementation history as noted in Phase I'. For example, schools reported a wide variety of "reasons for going ICE" (1-5 reasons per school), with the large majority related to ICE concepts such as differentiated staffing, improved educational opportunity, predisposition of

staff or building to the ICE patterns. Only a very few reasons (or schools) involved an irrelevant matter such as a district requirement.

Appropriate motivations to join ICE were usually followed by obtaining a commitment through participation of the total school staff and district personnel, and sometimes such others as parents, the school board, a TEI, the Center, or a league. In arriving at the commitment, a small majority of schools had some staff members attend an awareness session or some sort of initial training, with less frequently a formal assessment of staff attitude, a formal agreement with district/diocese, or consultation with other groups. In one-third of the Phase II sample, however, it was reported that the primary means of arriving at commitment was either a district decision or a unilateral decision by the principal; where this was true, the staff was consulted in only a pro forma way.

About two-thirds of the schools reported the early planning of the implementation of the seven components in a sequenced organized way, suggesting awareness of all seven and some realization of their inter-relatedness. (Most of the remainder had no set plan for component sequence or could not report on this because of the time lapse involved). Some, however, apparently expected to initiate the full ICE pattern all at once and very soon (within the first two months), while half the schools expected initiation of their plans to require twelve months or longer. A good many schools prepared a written record of these plans and a majority involved the principal, unit leaders, and staff teachers in the development and revision of the implementation plan. As to outside resources, a large majority used published materials in creating the school plan, and a significant number called on the personnel resources of the SEA, Center, IDEA, league, and/or TEI. Subsection (a) has already outlined the nature and extent of such assistance with respect to planning, training, and technical assistance in the first installation year.

There appeared to be a good deal of effort in informing the community--usually only the parents--of the concepts and changes associated with ICE, although these occurred via the means generally employed by schools for communication. The apparent difference was in the number of such activities and their concentration in the first year or half year of the installation period.

One unexpected--and perhaps important--aspect of the history relates to the watershed point (the event, the decision, the activity) at which the principal reported the school "became" an IGE school. One-third of the schools indicated that this point was the staff's decision to be committed to IGE, without reference to particular changes such as creation of the IIC, multiaging of children, or application of the IPM. Table 20 shows the responses across 30 schools.

TABLE 20

Initial IGE Implementation Step Reported by Principals

	<u>Schools</u>
Decision by staff to be committed	10
Selection of the ULs and/or unit staffs	2
Organization of staff and Ss into functioning units	9
Preschool Workshop or training by facilitator	4
Initiation of in-service training	1
Initiation of unit <u>functions</u>	1
Opening of new building	2
Received parent approval	1

The majority of schools reported a formal staff training event (2-5 days) before school opening for the year, with the remainder having one at or after that point. And while half the sample reported a second such formal training early in the installation period, it was not the rule for the total staff to be involved or trained even across both such sessions. For example, the P-UL workshop trained principal and unit leaders but was not necessarily followed by a preschool workshop for the whole staff; similarly the Facilitator Workshop did not always reach the total staff. A second limitation, according to the data reported, was that the basic content of these formal events concentrated on concepts and philosophy, management and planning, and the multiunit structure (all important and necessary) at the expense of the IPM, instructional objectives, and curricula for implementation. Frequently these gaps were filled by subsequent staff development activities at the school or extra-school levels, but not all schools had (or recalled) such training--some clearly reported that there was none--while others created or took

advantage of many opportunities. Meaningful data on continued inservice in the first year were obtained from just over half the schools, with the following typical characteristics: training held 4 or 5 times; for a total of 4-5 days; with total staff involved; and with content focus on multiunit organization, objectives and curricula, and the IPM.

As schools looked back at their history, they noted that it took 1-4 years to initiate the IGE components (compared with less than one year to 2½ years in the initial plans). In about two-thirds of the schools, 6 or 7 of the 7 components were reportedly initiated in that period. (The remainder had overlapping and unclear data or had initiated only 3 or 4 of the components). In this group of schools, component #7 (Research and Development) was consistently either the last to be implemented or not yet implemented as of spring 1978. As noted in Product 1, the other somewhat consistent patterns were for the Multiunit Organization to be initiated first (though sometimes fourth or fifth in the sequence or not at all) and for the IPM to be initiated fifth or sixth in the sequence. Otherwise, there did not appear to be centrality in these data; and it should be noted that some responses were forced in the sense that many school people do not think of IGE in terms of components or the seven components.

This interpretation is further reflected in the findings as shown in Table 21 relative to the priority given to two components, the Multiunit Organization and the Instructional Programing Model. Through initial interviews, further probings, and overall observation, it was possible to generalize the school attitude and emphasis into five categories. Table 21 shows that two-thirds of the schools give emphasis to one or both components, and the remainder apparently do not place either component in a priority position.

TABLE 21

Relative Priority of Multiunit Organization and the IPM

	Schools
Overall priority to Multiunit over IPM	10
Overall priority to IPM over Multiunit Org . .	6
Overall equal priority to both IPM and Multiunit	4
Overall little or no priority or attention to either IPM or Multiunit Org	4
Overall equal attention to all 7 components, with no priorities apparent	3
UN	3

Descriptive data were also gathered on current IGE staff development (Facilitative Environments) and the Home-School-Community (H-S-C) component, not so much from the standpoint of stated emphasis as from a review of actual practices in 1977-78. For example, two-thirds of the schools make some provision for new staff to become acquainted with IGE, depending as a rule more on informal than formal approaches and most often scheduled before school opening or within the first month. The informality of this training, plus the fact that just over one-third of the schools had a 1977-78 preschool workshop (or equivalent), suggest the somewhat minimal extent of "annual IGE renewal" in the Phase II sample. To be sure, this is supplemented by various amounts of inservice training during the year employing a wide variety of personnel and material resources. A few schools have district/league inservice and/or inservice at the unit level, but the typical mode--in two thirds of the schools--is schoolwide inservice training averaging 17 hours per year with a range from 5 hours to 40 hours per year. (Four schools reported no inservice at all and another four reported no schoolwide inservice per se during the year). Related to the utilization of outside resources, a majority of schools have this training at the school level or within the district/diocese, with only a few involving TEIs or other resources at any distance from the school. No school specifically mentioned the major originating agencies, statewide networks, or SEAs as resources employed in this schoolwide inservice.

While the schoolwide inservice training is frequently well-organized, related to IGE components, based on staff needs, and scheduled on a regular basis, the Phase II teams nonetheless took away the impression that such training was often not adequate to staff needs (in terms of time or content) or was approached more as general than as IGE inservice.

Finally, with respect to the H-S-C component, the level of parent involvement in formal groups (IIC, SPC, advisory council) and in the instructional program (volunteer work, presentations, field trips) was about the same in the past and in 1977-78. Group membership occurs in half the schools, while parents participate in some way in the instructional program across all schools in the sample. In 1977-78, for example,

12 schools have parent or community groups with a range of advisory functions. The H-S-C component is also expressed in terms of reported parent attitudes about IGE, where 60% or more of parents are aware of IGE concepts and elements in 23 of the 30 schools, and 60% or more react favorably to IGE in 24 schools. There are also cases where no parents or very few either know about or react favorably to IGE, and other schools where respondents can not estimate parent knowledge or attitude.

A great variety of informational activities occurs across the sample, with only two schools reporting no systematic mode of communication with parents/community. The activities reported appear to be typical of what happens in most elementary schools (newsletters, coffees, school visits, PTA meetings, volunteer activity--and occasionally a questionnaire to parents, formal TV exposure, or staff visits to the home). The same may be said with respect to reporting student progress. A number of modes are employed--primarily formal grade cards, narrative reports, and parent conferences--and overall these appear to be the typical modes in schools in general. The only exception may be that one-third of the schools have parent/student/teacher conferences on a scheduled basis (although this development was not always attributed to IGE).

By and large, H-S-C activity is not regarded by school staffs as a formal IGE component to be capitalized on or interrelated with other components. Its value lies in maintaining general communication about children's education through direct contact and through soliciting parent support for whatever organizational/instructional changes the school may have adopted.

(d) Patterns in Implementation History

As the specific data and the discussion above are studied, several patterns in implementation history--at least so far as the Phase II sample is concerned--can be discerned. These are outlined below, some in relation to school practice and some in terms of the larger IGE context. Not all these conditions are true of every school (or state) in the sample, of course, but overall these are the patterns

or trends apparent in the historical perspective. Some schools are highly effective and may be regarded as exemplary with respect to IGE, while others are patently not IGE schools at the present time. When both these situations are accounted for in the full context of the sample, the following patterns appear to describe this set of schools.

1. From the schools' viewpoint and in connection with specific evidence available, considerably more technical assistance, basic information, and training were initiated and promoted by the originating agencies in the early years of IGE installation than in recent years or at the present. Such involvement by the five types of agencies has increasingly diminished from roughly 1974 to the present.
2. Similarly, recourse to the networks (at all levels, but principally the state level) and network-initiated assistance in installing new IGE schools as well as in helping established schools to refine IGE, has diminished. Although begun later (1972-75), the networks and their leadership have been less on the scene in the period roughly 1975 to the present.
3. While virtually all schools reported one initial formal training event (and half reported a second) plus various amounts of IGE-related inservice training during the first installation year, the amount of such inservice has reduced markedly by 1978. This appears to hold true for "inservice in general" as well as for strictly IGE-related staff development activity. A number of schools report having no inservice at all in 1977-78, much less a preschool workshop or training directed to various IGE components.
4. Similarly, the level of self-direction appears to have diminished over time. This relates to commitment, use of implementation criteria, self-assessment, planning, adherence to the basic concepts, seeking outside resources, and so on. Some schools no longer have an IIC, some have no IMC, some have reduced the number of IGE or semi-IGE subjects, and some have markedly reduced the amount of IGE-related training. Even

though about half the schools appear to depend upon their own resources in continuing ICE (and depend less and less on what has become less available outside resources), the actual level of commitment and ICE activity reported in Phase II suggest a reduced level of implementation in many schools and a certain stagnation in a few others.

5. The Home-School-Community activity, perhaps given heightened importance in the first year or two, does not appear to enjoy recognition as an ICE component or to be given special attention beyond the sorts of communication that most schools engage in.
6. Similarly, while a good deal of attention was given at the outset to the IPM and a good deal of activity has revolved around it, this component has not emerged as either a special input or notable output of ICE in practice. It seems not too well understood by many staff members, and where it is understood and accepted there are often obstacles such as lack of aides, loss of unit planning time, reduced willingness to engage in detailed recordkeeping.
7. The range and frequency of reported impacts/consequences are about the same for the initial period as for the current period, in terms of both positive and negative impacts. Both negative and positive outcomes continue to be reported up to the present, including strong positive outcomes in a number of schools in this sample.
8. In practice, among Phase II schools, "ICE" appears to have changed somewhat from a comprehensive attempt to achieve an integrated instructional and organizational milieu to a way of denoting either the use of certain types of curricular materials or a coordinated attempt to accomplish some level of individualization. In the process of change, the IPM and its technical schema--the very heart of ICE conceptually--appear to have been replaced by the multiunit organization as the most identifiable aspect of ICE at the same time that some individually-guided education continues to be implemented.

It seems reasonable to infer that these patterns are interrelated. The existence and availability of outside resources, for example, will affect their value and utilization, and in turn this will influence the school's perception of its goals, its status, and its potential level of success--as well as its actual efforts in effecting change or accomplishing individually-guided instruction.

11. How is the IPM implemented?

Two general approaches were taken in exploring IPM implementation. One was to observe, interview, and study materials in Units 2 and 5 in an attempt to synthesize IPM elements and determine whether or not they comprised the classic IPM or possibly some variant of it. This "new information" task proved difficult to accomplish because of the variable unit structures, the many partial applications of some of the IPM elements, and the obvious fact that many staff members were not conversant with IPM operations or concepts. The second approach was to start with the IGE subjects listed on the Verification Copy and attempt to verify the accuracy of that report through discussion of schoolwide objectives and recordkeeping activities. This validation task also proved difficult because various subjects could not be followed up in all units and because what looked like schoolwide practices in fact were often limited to certain units (or even subparts of units). In addition, as noted elsewhere, designation of IGE subjects by principals was influenced by variable local definitions of certain curricula, resulting in confusion over just what was and was not a discrete IGE subject.

The IPM component--with its instructional objectives, status measurement, recordkeeping, continuous progress, grouping, instruction, and staff planning--has necessarily been discussed throughout the report in different contexts. Unit definitions of specific instructional objectives have been noted (see Table 11) along with the finding that in half the sample schoolwide objectives apparently do not exist for certain subjects as originally reported (see Table 4), resulting in variation in IPM implementation at the unit level. Similarly, staff reactions to assessment, grouping, and recordkeeping have been reported, revealing somewhat

limited practices and somewhat restrictive attitudes. The fact, too, that many Unit 2 and Unit 5 teachers describe their typical instructional modes as classroom groups within the unit--combined with the finding that many "units" exist more as convenient administrative entities than as instructional groupings--suggest a somewhat typical Phase II milieu in which it would be difficult for a strong implementation of the IPM to occur.

It is clear, however, that the IPM can function in small groups (such as multiaged or single-aged contained classrooms) and Phase II gives ample evidence of this. A number of committed teachers operate in the IPM mold in one or two subjects--in their own contained classrooms, in their personally-developed subunits with some cooperation from another teacher, or in other situations. And while a few schools follow the IPM in a highly professional way in multiaged units and in three or even four subjects, this is not typical for Phase II schools. In fact, it would be difficult to describe what is typical because overall the IPM appears to be either poorly understood or partially implemented; and, as already noted, in a significant number of schools the IPM takes second place to the priority placed on the multiunit organization. The IPM itself has several interrelated elements, and it is not always easy to see all of them operating conjointly at the school or unit level especially where the model does not appear to be perceived as a unified whole.

Of paramount importance are specific instructional objectives. As noted earlier for subjects like reading, math, and language arts, in close to two-thirds of the schools there is some disagreement between units and "schools" as to whether these exist on a schoolwide basis or are utilized in the units. Where they exist but are not used (four schools), the IPM can hardly be operating. Where they do not exist but were reported to (ten schools), not only is the IPM affected but also the basic definition of specific schoolwide instructional objectives is in question. Where they do not exist but the units have filled the gap on their own (four schools), the units are to be commended for establishing some level of instructional objectives and then keeping individual records on student mastery. (In this latter situation,

further exploration on a case-study basis might reveal special conditions at the unit level conducive to successful IPM implementation as well as local IPM adaptations that appear to work in the absence of schoolwide objectives). However, inasmuch as the classic IPM is expected to work best where it is adopted schoolwide and where the total staff teaching multiaged groups of children is both cognizant and committed, these isolated cases of positive unit autonomy may not be as effective as desired.

Another look at these objectives may help to clarify the situation. Principals and IICs were asked to indicate whether SSIO existed in three areas, with these results: 22 schools reported having SSIO in reading, 18 in math, 14 in language arts. But later, when actual use of the SSIO for instruction in the units was explored, not only were there negative responses but also some disparity regarding existence of SSIO. Table 22 shows use of SSIO in the units (note Yes and No responses). It also reveals different numbers of schools having SSIO as compared with the figures above: when Yes and No responses are combined, there is a total of 23 schools with reading SSIO, 22 with math, and 21 with language arts. Further exploration suggested that both the disparity and non-use of SSIO in the units is related to definition as much as to school decisions.

TABLE 22
Reported Use of Existing SSIO in the Units

	Number of Schools		
	Reading	Mathematics	Language Arts
Yes	16	15	8
No	7	7	13
NA	6	7	8
UN	1	1	1

For example, in schools with non-use of presumed existing SSIOs, unit personnel explained that the SSIO were too global (and thus not really SSIO), that the objectives were not accepted by teachers for various reasons, that the given subject was not an IGE subject after all, or that recent adoption of SSIO had not given time for application in the

units. Also, unit staffs, the IIC, and principals made it clear that "SSIO" can have different meanings and can be drawn from various sources. Among these were the following: (a) adoption of objectives inherent in a standardized test; (b) objectives in publishers' outlines; (c) global statements at the school or district level; (d) different levels of specificity in different subject areas; (e) carefully drawn and sequenced SSIO, sometimes for a grade and sometimes for a range such as K-6. The whole issue of definition was emphasized when a few principals, acknowledging that their "SSIO" were global and not suited to the IPM, nevertheless maintained that the school had schoolwide instructional objectives.

Since there was opportunity in Phase II for exploration of the issues and for school staffs to reconsider their status, it appears that the lower figures are more appropriate (22 schools with reading SSIO, 18 in math, 14 with language arts), although this observation cannot be stated definitively.

Regardless of number of schools with bona fide SSIO, all the separate Unit 2 and Unit 5 groups were studied as to what were designated "IGE subjects." Product 1 contains the findings specific to the three major subject areas, and in general reports the following findings: (a) Basal texts and related materials were much more frequently employed than curricula published with IGE in mind; (b) in almost all cases, skill mastery was reported as the "indicator of progress" but this could not always be verified; (c) the typical pattern was for subgroups of students to work on the same skills, in the same sequence, but at different rates--implying the somewhat traditional type of classroom grouping into three tracks; (d) the curriculum was almost always applied to "all students in the unit" but in practice this usually meant "all students in the given grade;" (e) the curriculum was most frequently defined in terms of district, publisher, school, or unit curriculum recommendations, and less often in terms of continuous skill levels by grade or across grades; (f) schoolwide goals were reportedly most often stated (or agreed on) for the average child in the given grade; (g) student progress records in general were updated, filed for easy access, known about by unit staff, detailed in nature, and used to govern the instructional

program. With respect to the latter, Table 23 outlines the data obtained for the two unit levels and for three subjects in which it was deemed that "IGE subjects" were being implemented to some degree in terms of the IPM. (Some units reported more than one reading curriculum).

TABLE 23
Student Progress Records in the IGE Subjects

	Unit 2			Unit 5		
	Reading	Math	L.A.	Reading	Math	L.A.
1. <u>Are they updated in general?</u>						
Yes	25	15	7	24	17	7
No	2	2		1	1	
UN			1		1	1
2. <u>Used for reports to parents or students?</u>						
Yes	15	7	5	9	5	2
No	6	5		8	8	2
UN	6	5	3	8	6	4
3. <u>Filed for easy access?</u>						
Yes	24	14	6	21	15	5
No	1			1	2	
UN	2	3	2	3	2	3
4. <u>Unit staff appear to know about and use?</u>						
Yes	26	16	7	25	17	7
No					1	
UN	1	1	1		1	1
5. <u>Records are detailed?</u>						
Yes	21	11	5	18	12	5
No	2	2		5	3	
UN	4	4	3	2	4	3
6. <u>Records "govern" students' instructional program?</u>						
Yes	21	12	7	20	15	6
No	5	4		5	4	1
UN	1	1	1			1

In discussing all these elements of the several curricula, two interim conclusions were drawn. The first was that many staff members were not acquainted in any detail with the IPM, could not use its vocabulary, or indicated that they once had used it but tired of its requirements. The second was related, in that many units employed their own version of the IPM, and it was frequently observed that this was a modified or skeletal version.

Based upon the data reported for the "IGE subjects" in the units, plus all other findings and observations, decisions were made as to whether or not a subject indeed qualified as an IGE subject, in the unit or in the school. The outcome of this step is reported in detail in a subsequent section, and recorded in Product 2 (the original Verification Copies). The net result was to add a few IGE subjects but to eliminate many more. The criteria employed were somewhat arbitrary, and if error exists it is likely in the direction of having eliminated too few--particularly in view of the instructional programing employed, typical patterns of progress, the use of basal texts as the curriculum, and the unclear status of specific schoolwide instructional objectives.

Aside from questions about staff understanding of the IPM concept, existence of SSIO, implementation of continuous progress, application of the IPM in contained classrooms, and other points discussed above, one other concern should be expressed. That has to do with "degree" of IPM implementation, for apparently in many schools the classic IPM was altered, reduced in some way. It is difficult to imagine giving "credit" for a half-way IPM implementation, but in actuality that is what many school people do (and what Phase II was required to acknowledge in order to have much to go by in the set of 30 schools). To do anything demonstrably different from the traditional approach (to spell out objectives, to keep some form of records, or to do some form of assessment and grouping) appears sufficient in a number of schools to represent "having IGE subjects" and "employing the IPM."

B. Comparative Analysis Based on Implementation Status

In an effort to ascertain whether high- and low-implementing schools differed systematically in their history, two subgroups of schools were selected for comparison on a number of key items, principally ones describing the first implementation year.

Each subgroup consists of seven schools, chosen on the basis of original total self-report implementation score and judgements arrived at after the field visits. Both sets of "ratings" reflect overall implementation status as of the 1977-78 school year. The implementation scores of the subgroups are (1) Low Subgroup, 24-125 and (2) High Subgroup, 122-285. The High Subgroup score of 122 was judged an underestimate; this group is better described as having scores 200-285. Scores 24 and 285 are the very lowest and very highest scores (of a possible implementation score of 308) of all schools involved in Phase II--and in Phase I.

It should be emphasized that this is an exploratory inquiry, since no formal hypotheses were advanced and since the basis of selection was essentially judgemental. It seems reasonable to expect some sorts of meaningful difference to obtain, and in that sense this section describes pilot work. The emphasis here is on early activities which might presage later high or low implementation status, rather than on obvious current aspects of status such as the IPM, staff development, organization of units, functioning IIC, and other practices which automatically influenced selection into the subgroups.

A wide array of findings was explored, including particular items designated for comparison and additional topics which RTI felt might be useful to consider. Inspection of the data reveals no substantial subgroup differences in the majority of items related to the initial implementation period, a suggestion of difference in a few, and a strong difference in one item. In the mass of comparisons, virtually the same distributions (range and frequency) were found, making the two subgroups much more alike than different. In the list below, entries (1) through (12) show comparisons with the same distributions or no evident group differences. Entries (13) through (17) discuss items which show possible meaningful differences or strong subgroup differences.

NO GROUP DIFFERENCES

- (1) Reasons for Going IGE, with both subgroups concentrating on "Already had IGE-like elements" and "Better education for children."
- (2) Date of Commitment, 1969-1973 for both groups, indicating the same group longevity in IGE.
- (3) Date of Commitment Related to First Implementation Step, 4-8 months before first step for both groups.
- (4) Initial Implementation Step, roughly equal distribution across categories; equal frequency on training activities and on "Decision by staff to be committed."
- (5) Assistance from Key Originating Agency, focusing on OA provision of training materials and implementation guides, and OA sponsorship or assistance with later inservice.
- (6) First Formal Training Event for School Staff. Length in days from 2 to 10 or more days. Occurred from 7 months before school opening to same time (with one Low school's event 2-3 months after school opening). Occurred before, at same time as, and after commitment date. Basic content spread with focus on IGE concepts, management, and multiunit structure.

Personnel trained in first two formal training events: equal distributions on principal, unit leaders, staff teachers; High group reported inclusion of IMC director and aides more often.

- (7) Number of Initial Formal Training Events (1 or 2), distribution exactly the same.
- (8) School Involvement Originated with Given Agency, equal distribution of reference to R & D Center, IDEA, and both agencies.
- (9) School Status Prior to IGE (either traditional program or with some IGE-like attributes), virtually same distribution.
- (10) Planned Sequence of Component Implementation, rank order for all 7 components, rank order for 3-6 components; no plan for component sequence.
- (11) Relative Priority Given to IPM and Multiunit Organization, priority to one, to other, to both; or equally to all components.
- (12) Perceived "Costs" of Involvement in IGE, focus on "no costs or minimal costs" (no specifics provided), salaries for aides, workload on staff.

POSSIBLE OR OBVIOUS GROUP DIFFERENCES

- (13) Perceived "Savings" of Involvement in IGE, equal frequency re the sharing of materials. Otherwise, the High subgroup identified three times as many savings, indicating more efficient use of teacher time and principal's time, and better staff morale.
- (14) Inservice Training in First Year After Formal Training Events. Twice as many High schools provided details, and in general reported greater frequency of such inservice as well as use of more resources. The differences are suggestive only, not dramatic.
- (15) Time Period Planned for Initiation of 4-7 IGE Components, equal frequency for 9, 12, and 24 months. Otherwise, Low group responded UN and DK, while High group had greatest frequency in periods of 1 and 3 months.
- (16) Means Employed in Arriving at Commitment, only the Low group mentioned random selection in district, unilateral decision by P, or district requirement. Both groups mentioned formal assessment of staff attitude, formal agreement with district/diocese, and staff attendance at awareness or training, with more than twice as many of these responses in the High group as in the Low group.
- (17) Turning Points in Implementation Sequence, a clear difference between the two groups. The High group reported no turning points or only positive ones (as listed in Table 9); the Low group reported only negative turning points.

The final comparison is the only one where a clearcut difference appears, and it is significant to the degree that the responses represent historical rather than recent events. If historical, they reflect antecedent conditions, but if recent they may be involved in the criteria used for selecting the subgroups. In actuality, for three of the Low schools the responses relate to 1976-77 or 1977-78 factors, while the remainder are more historical; for the High group all direct responses reflect early implementation factors. On balance, the reported turning points cannot be used to predict future status or define causality, but they do appear to be related--just as certain means employed in commitment (entry 16 above) and extent of inservice training in the first year (entry 14) may also be related to ultimate high or low implementation status.

There is adequate reason to believe that the two subgroups currently represent different ends of an implementation scale. But in terms of the implementation aspects examined here, there does not appear to be any pattern or factor that distinguishes the groups or explains their differential status. Two observations are suggested. First, if such differences are not explained by particular events or conditions at or in the school during the initial period, they may be explained by external factors or outside influences (related to the district context, available and utilized resources, community pressures, and the like). Second, these differences may be explained more by internal but intangible factors than by specific events or organizational structures or personnel assignments. The literature commonly refers to commitment, to spirit, to energy, insightful behavior, and leadership in an attempt to explain how and why comprehensive educational innovations work, or do not work.

Of course, some combination of such internal and external influences may come closer to providing a satisfactory resolution to this question. And, of course, high- and low-implementing schools may not be so different, after all, as to allow measurement of their actual IGE differences any more than it has been found possible to distinguish them on the basis of particular historical items. If they are more alike than different on a variety of related factors, then they may be more alike than different with respect to IGE components and basic IGE implementation status. In any event, the exploration reported here may give impetus to testable hypotheses specific to the IGE movement and suggest other aspects of the total situation which need to be examined via comparative analyses.

C. Verification Copies and Staff Information Sheets

A four-page "Verification Copy" was provided by the Center for each school; the visit team was to verify/clarify all items during the site visit and expand on a few of them. The form had already had a history of entries over a period of several months, and thus any new or corrected material had to be indicated in an easily recognized fashion. The final forms (submitted as Product 2) show October 1977 status as clearly as

possible under the circumstances. In the event that multiple entries of different colors make clear identification difficult, however, Center staff may compare the final forms with their own copies of the original instruments.

The value of the Phase II entries/corrections may not lie so much in the actual information reported as in the frequency with which particular items were corrected across schools, and the total number of changes in given schools. Both viewpoints address the nature and extent of final status as reflected from face-to-face contact with school personnel, primarily the principal, in the total Phase II sample. (However, in view of the sequential changes on the forms, the volume of Phase II entries, and the uncertain responses of some principals, one is tempted to wonder how final the "final" entries are. This is particularly true of the IGE subjects and certain historical factors). These two viewpoints also intimate the nature and extent of such changes that might be expected in the parent Phase I population, although there is no basis for predicting item types or frequencies that might emerge in the total sample.

A major limitation should be noted in that some data are clearly affected by time, especially over the summer between school years. Thus, some original entries may have been correct for spring 1977 but should not necessarily be viewed as the baseline for the school year 1977-78. Phase II staff took each item in the Verification Copy and attempted to update, correct, or verify it as of October 1977, regardless of the earlier entries. Some were done as a matter of judgement after the visit was completed; some were accomplished by direct inquiry; some were entered (and then changed again) during the course of the visit as new information became available.

Product 2 contains all of the original forms, with updates/corrections indicated directly on each item. (In some cases, the information obtained constituted the only, that is the first, entry onto the form where items had originally been overlooked). Product 2 also contains the additional explanatory information sought, presented as answers to nine specific questions. Finally, where appropriate, Product 2 outlines the basic reasons for which changes/corrections were needed, school by school.

Overall, as detailed in the Preliminary Tabulations, this validation task resulted in a great deal more data verification than data alteration or correction. Entries made prior to Phase II work in the field were found to be correct in from 25 to 30 schools for most items in the instrument. This applied to historical data (implementation of first unit, association with originating agency), staffing patterns, and extra-school associations.

On the other hand, across all schools no item escaped some sort of change or correction, and certain items required a significant amount of attention. For example, status as an "IGE school" was changed in one-fifth of the schools, the fact or amount of released time for unit planning was corrected in almost one-third of the sample, and in two-thirds of the schools designation of "IGE subjects" was altered. In all these cases, the change was essentially negative--that is, the end results are (1) a smaller number of IGE schools per se (20 rather than 26), (2) a smaller number of schools with released time and a number of schools with reduced time allotments (22 schools now deemed to have any amount of released time), and (3) elimination of from 1 to 7 "IGE subjects" in each of 18 schools, along with the addition of "IGE subject" designations in 4 schools.

One other major alteration occurred in the school structure items, related to number of units, unit size, and grade-level composition of units. Changes were required in about one-fourth of the schools, but a few of these reflect spring 1978 status more than fall 1977 status. Where this occurred, it was because changes took place during the year that affected the conduct of Phase II (interviews with unit staffs, observations of unit instruction) and thus the updating to spring 1978.

After completion of the Phase II visits, it appears that the description of IGE characteristics in the sample has been modified. While many more data were verified than corrected, the impact of this task is somewhat unfortunate in that it yields the following decreased frequencies of certain vital signs in IGE schools, as noted in Table 24.

TABLE 24
Results of Phase II Changes in Verification Copy

	Number of Schools	
	Original Data	Corrected Data
Considered an IGE school	26	20
Provides any released planning time. . .	25	22
All academic units have unit leaders . .	29	28
P and UL (IIC/PIC) meet regularly. . . .	28	25
School has an IMC	28	24
Other than Kg and special education, whole school is IGE	25	23
Has 1 or more functioning IGE subjects .	30	24

The Staff Information Sheets were concerned with the total staff complement of the school and that of the two units where children were tested in Phase I. Phase II interviews resulted in validation of the greater share of the entries, but also in changes in (1) number of unit leaders and teachers--at both unit and school levels--in order to remove duplicated entries, and (2) number of staff in the units, since by fall 1977 there were frequently smaller unit complements than had been projected in spring 1977. Minor adjustments were also required.

The corrected Staff Information Sheets are submitted as Product 3.

D. Phase II Findings Related to Phase I Variables

Two activities are reported below involving judgements made in Phase II about the school and unit-level variables included in the Phase I design. The first concerns the quality of Phase I staff responses to the instruments and item sets associated with the variables. The second concerns the apparent extent to which schools satisfy the IGE implementation activities implicit in the variable statements.

1. Quality of Staff Responses Related to Variables

Previous sections have already detailed a number of findings related to staff responses from the point of view of verification of specific Phase I data. This section examines the staff reactions to Phase I instruments and procedures as well as the relationship between quality of data obtained and the variables around which Phase I questionnaires were developed. This section thus represents validation as an inquiry into the mechanisms involved in Phase I, and it is necessarily judgemental to a considerable degree. In looking at the outcomes in terms of variables, however, it is possible to combine the earlier verification findings with the extension material, staff reactions, reference to particular instruments, and the overall observations made in the visits.

Table 25 names all the school- and unit-level Phase I variables and shows the number of related Phase I items, by instrument. These numbers of items appear opposite the formal name of the questionnaire. (Four booklets encompassed ten instruments.) The table also indicates the number of these items (always in parentheses), by instrument and variable, with which Phase II had direct concern in the validation process. Separate rows show three different ways in which such items were handled: (a) certain items were verified in all schools; (b) others were school-specific items and thus were verified or discussed only in affected schools; (c) the remaining items, for which no Phase I data were available, were not verified per se, but data were collected for future reference.

In general, it can be seen that a small proportion of relevant Phase I items were verified or discussed in Phase II, and that the proportions varied by both variable and instrument. For IOR, for example, five of twenty items were verified; while for IE, nine of thirty-three items were dealt with (but no Phase I data were available for comparison). All items in the Verification Copy instrument were directly verified in all schools, while none of the Instructional Practices (in the Unit Questionnaire) items was validated. Thus, any judgements about the quality of staff responses to items associated with separate variables are limited by the number of items on which validation activities were

TABLE 25

Number of Items in Phase I Instruments and Phase II Validations, By Variable

Instrument	IOR	GOSB	IOS	ID	GOSA	JOB	(DB)	(GSB)	UCR	IA	IDM	IE	ALT	CB
► IIC Questionnaire		4	12		2		1		12					
All schools			(2)						(9)					
Some schools		(1)												
All schools, no Phase I data		(1)			(1)		(1)							
► Gen'l Q, Staff Background		2	4					23						
► Gen'l Q, Implem Survey	17	15			20									
Some Schools	(2)	(5)												
► Gen'l Q, Job Satisfaction						50								
► Gen'l Q, Assumptions C-ES				9										8
► Gen'l Q, Assumptions L-K				9										19
► Unit Q, Teacher Role		5			8									
► Unit Q, Instruc Practices									24	30	9	21		
► Unit Q, Unit Structure		12	12		2					3	9	12	3	
Some schools										(3)	(5)			
All schools, no Phase I data			(1)								(3)	(9)	(3)	
► Verification Copy	3	4	7		2				5					
All schools	(3)	(4)	(7)		(2)				(5)					

NOTE: All numbers in parentheses = number of items specifically checked in Phase II.

carried out. However, certain subsections of instruments were dealt with quite completely, and school staffs generally gave reactions across the whole battery of instruments, thus making it feasible to attempt judgements about the quality of response by variable.

Another consideration is the fact that the items associated with most of the variables are spread across instruments--and school staffs had differential reactions to the several instruments. It was not typical for them to indicate which questionnaires they found easy or interesting to complete, but there was consistent reaction to the difficulty of two instruments. In addition, on the basis of direct findings or staff comments, the visit teams inferred the difficulty of two additional instruments. Difficulty with content and procedures cannot itself be used to determine quality of response. However, the available evidence suggests that four instruments or portions of them were generally handled in such a way as to affect the meaningfulness or accuracy of the data obtained, as noted below.

- (a) Implementation Survey (General Staff Questionnaire). While few school-specific items were directly discussed, staffs indicated overall difficulty with the rating task, the multiple elements in many items to be rated, the length of the instrument, and whether many of the items had direct relevance to their school situations. Fatigue, carelessness, and inaccurate ratings were often mentioned with regard to this instrument.
- (b) Assumptions about Learning, Assumptions about Schooling (General Staff Questionnaire). The majority of staff contacted in two-thirds of the schools reported that they had not followed the directions; they had responded in terms of current conditions in unit or school rather than their personal beliefs. This response set apparently caused difficulty with some items as did the length of the instruments.
- (c) Instructional Practices (Unit Questionnaire). Staff in a large number of schools reported fatigue and frustration with the long, complex instrument, since it dealt with several practices, in three subject areas, in terms that many staff felt they were not conversant with (rate, assessment, grouping).
- (d) Verification Copy. A fair amount of inaccuracy was discerned on several items across schools (data not supplied or corrected in Phase I). In addition, in a majority of schools there was confusion about what constitutes an IGE subject and thus in indicating whether each unit was employing the IPM.

In view of the discussion above and the particular tasks involved in the field visits, judgements were arrived at concerning quality of response for ten of the fourteen variables, as noted in Table 26. There was no basis for judgement regarding Job Satisfaction and General Staff Background, and while actual data were obtained for Demographic Background and Allocated Learning Time, no Phase I responses were available nor was other information obtained that could be used in arriving at such judgements. Table 26 treats each variable in terms of separate instruments as well as in terms of separate topics within instruments. It can be seen that different topics in the same instruments were judged to have been handled differentially--for example, see variable IOS as to different components of the Verification Copy instrument. In addition, as specified in Table 25, most variables were represented by a small number of Phase II validation items, and thus it is difficult to arrive at firm interpretations as to the quality of staff response by individual variable. In any event, what is reported in Table 26 may be imprecise (overstatement or understatement) in that it is based on a combination of "evidence" that is heavily weighted in the direction of staff reactions and team judgements as opposed to verification. Yet, were these reactions and judgements to be eliminated, there would be a reliance on a small number of validated items related to each separate variable. In general, it seems best to use both kinds of information in determining and reporting apparent quality of staff responses, as presented in Table 26.

2. School Fulfillment of Criteria Implicit in Variables Statements

The variables outlined in Table 25 represent a number of ways of looking at the operation of IGE schools and at certain background or related factors. In an effort to make maximum use of field visit data, it was determined to attempt a rating of the extent to which schools appeared to fulfill the implicit IGE and related criteria for all the appropriate variables. As noted above, it was not feasible to render judgements about quality of staff responses for all fourteen variables; similarly, tentative ratings of "school performance" are made for only the six variables for which sufficient information was obtained to serve as a basis.

TABLE 26

Judgements Re Handling of Instruments and Items Associated with Phase I Variables

Variable	Judgements Re Instruments and Item Groups
IOR	1. <u>Implementation Survey</u>: overall problems with instrument's 77 items; clearcut difficulty with 2 items checked in part of sample. 2. <u>Verification Q</u>: handled well
GOSB	1. <u>Implementaton Survey</u>: overall problems with instrument's 77 items; difficulty with 2 of 5 items checked in part of sample. In contrast of ratings, 3 of 5 items were found "overrated" in Phase I (somewhat or to a great extent) in majority of schools. 2. <u>IIC Questionnaire</u>: handled well 3. <u>Verification Q</u>: items re UL and UL rotation handled well; some problem with items re IMC (4 schools found not to have an IMC).
IOS	1. <u>IIC Questionnaire</u>: items re IIC log handled well; clearcut problem with IIC meeting time (error found in one-third of schools). 2. <u>Verification Q</u>: handled well re school organization, UL and aides; problem with IIC (whether or not it exists or meets).
ID	1. <u>General Staff Q</u>: overall problems with <u>Assumptions</u> sections (majority of staff in 20 schools misunderstood directions).
GOSA	1. <u>Implementation Survey</u>: overall problems with instrument's 77 items. 2. <u>Verification Q</u>: clearcut problems with naming ICE subjects (1-7 subjects were eliminated from updated Q, in 18 schools). (3) <u>IIC Questionnaire</u>: clearcut problems with specific schoolwide instructional objectives: do schools have them? use them? The items are in variable UCR, but are related to content of GOSA.
CB	1. <u>General Staff Q</u>: overall problems with <u>Assumptions</u> sections (majority of staff in 20 schools misunderstood directions).
UCR	1. <u>IIC Questionnaire</u>: handled well re source of reading objectives, less well re source of language arts objectives; clearcut problems with specific schoolwide instructional objectives: do schools have them? do schools (and units) use them? 2. <u>Verification Q</u>: handled well re Center curricula use (DMP and WD). 3. <u>Unit Q</u>: overall difficulty with <u>Instructional Practices</u> section.
IA	1. <u>Unit Q</u>: handled well re keeping records in 3 curricula, in <u>Unit Structure</u> section. 2. <u>Unit Q</u>: overall difficulty with <u>Instructional Practices</u> section.
IDM	1. <u>Unit Q</u>: overall difficulty with <u>Instructional Practices</u> section.
IE	1. <u>Unit Q</u>: overall difficulty with <u>Instructional Practices</u> section.
JOBSAT, DB, ALT, GSB: no basis for judgement re handling of instruments/items.	

Note: Table includes reference to item groups specifically validated in Phase II, and to instruments staffs gave clear reactions to.

An adequate basis for ratings of IOR, GOSB, IOS, and GOSA appears in the Phase II materials, with a lesser amount of data and observations in relation to variables ID and JOBSAT. One might argue that ratings for ID would be inappropriate since personal beliefs are involved, but the ratings were deemed feasible when ID was thought of in terms of "belief put into action" or merely the "action" evident in the visits with no systematic information about beliefs. In other words, the variables were viewed in terms of their implicit requirements on a scale from low degree to high degree of observed fulfillment. Ratings in the five-point scale represent: (1) virtually no fulfillment, (2) some, (3) moderate degree, (4) much, and (5) a great deal of fulfillment. These ratings are based upon relevant input obtained during the field visits, reflecting visitor judgements.

In order to accomplish this, it was necessary to break the variables into components since several contain multiple parts in their verbal statements, and to determine which ones included specific IGE-related criteria. When the approach was applied to the school level variables, considerable success was met with, and the resultant ratings as summarized in Table 27 show a distribution across all five scale points in four of the variables, across four scale points in one variable (GOSB), and across three points for the final variable (JOBSAT). That JOBSAT ratings are clustered around the midpoint is perhaps not surprising. It is likely not surprising, either, that the other ratings are spread, in view of the purposeful selection of the sample in terms of high and low self-report implementation scores.

Table 27 includes DB merely to show the spread of demographic locations reported. These are not ratings per se, and neither do they represent verified data since Phase I self-report data were not available. The seven-point scale employed in Phase I is also utilized here.

Table 28 provides the rating profile for each school on the same set of variables as shown in Table 27, for possible later comparison with scale points arrived at in the Phase I analysis for these schools.

Unit-level variables were also studied, with notably less success, since the variables required an interpretation of the statement that was not entirely satisfactory. This was because the interpretation was based upon delineation into several components, reliance upon those

TABLE 27

Phase II Ratings of Schools on Observed Fulfillment of School-level Phase I Variables

Variable		Rating →	Number of Schools						
			Virtually	Some	Moderate	Much	Great Deal		
			None						
			1	2	3	4	5		
IOR	Interorganizational Relations . . .		2	8	12	7	1		
GOSB	Procedures Fostering Coordination and Improvement of School Program .			11	8	10	1		
IOS	Intraorganizational Structure . . .		4	10	6	7	3		
ID	Belief in Individual Differences. .		1	1	15	10	3		
GOSA	General Implementation of IPM . . .		5	12	5	7	1		
	(any subject(s) GOSA Unit 2 . . .		3	10	11	5	1		
	(any subject(s) GOSA Unit 5 . . .		4	9	11	5	1		
JOBSAT	Teacher Job Satisfaction.			3	14	13			
(scale) ▶			0	1	2	3	4	5	6
DB	Demographic Background . . . (on Phase I scale)		-	1	7	1	5	13	3

TABLE 28

Phase II Ratings of Schools on Observed Fulfillment of School-level Phase I Variables, By School

Variable	School Number														
	015	063	076	093	127	152	161	177	184	221	255	257	295	296	327
IOR	3	1	4	1	3	3	2	2	3	3	3	2	4	3	2
GOSB	2	2	5	3	4	3	3	3	4	3	2	2	4	2	2
IOS	2	1	5	1	4	3	2	1	4	3	2	2	3	2	2
ID	4	1	4	3	3	3	3	4	5	4	2	3	3	3	3
GOSA	3	1	4	1	4	2	2	2	3	4	2	2	2	2	2
GOSA Unit 2	2	1	4	1	3	2	2	2	4	3	3	3	2	2	2
GOSA Unit 5	3	4	4	1	4	2	3	3	3	4	2	2	2	2	2
JOBSAT	3	2	4	3	3	3	4	3	4	4	3	3	3	4	3

	380	394	451	460	486	520	568	571	581	624	639	694	711	715	744
IOR	2	3	4	4	5	4	3	3	3	4	4	2	2	3	2
GOSB	2	2	4	4	4	2	4	3	4	3	3	2	3	2	4
IOS	1	3	3	4	5	3	4	4	2	4	4	2	2	2	5
ID	3	3	4	4	4	3	5	3	4	5	4	3	3	3	4
GOSA	1	1	4	3	5	2	4	4	3	4	2	1	2	2	3
GOSA Unit 2	3	2	3	3	5	3	4	4	3	4	3	2	1	2	3
GOSA Unit 5	1	1	4	3	5	3	3	3	3	3	2	1	2	2	3
JOBSAT	3	3	4	4	4	4	4	3	4	4	2	2	3	3	4

Rating Scale: 1 - Virtually None; 2 - Some; 3 - Moderate; 4 - Much; 5 - Great Deal

aspects of the visit which bore on individual unit activity by separate subject area, and the fact that in the visits attention was paid to what were initially identified as "IGE subjects" rather than any curriculum in operation in the three subject areas. In other words, a good deal of information related to the IPM was obtained in the visits but it was not compatible with the way the four unit-level variables broke out the IPM. (An example is UCR, where the three areas represented in the variable and in Phase I items are: (a) objectives, whether SSIO exist and their sources, (b) curriculum, using a list of Center curricula, and (c) instructional practices, number of materials, methods, and media. In Phase II, however, these areas were examined somewhat differently: (a) objectives, all information including specificity and actual use of SSIO objectives, (b) any curriculum, according to IPM principles, and (c) various topics, but not including media and materials as outlined in Phase I items.) In addition, it was difficult to characterize the operations of many of the "units," because--especially for the key subjects, reading and mathematics--there were notably different practices within units as well as across units.

It was also determined that CB could not be rated at all, much less by subject, because it represented beliefs only, not translatable into observable action, at least not within Phase II. Similarly, ALT was not appropriate to the concept of rating per se. This left the variables UCR, IA, IE, and IDM.

Ratings on these four variables were attempted for several schools, unit by unit, but it was concluded that this was not feasible to pursue. Next, ratings were attempted on these variables on a school level, but this too was found unworkable. Finally--as shown in Tables 27 and 28, it was determined to attempt ratings of GOSA for each unit (Unit 2 and Unit 5) relative to any subject(s) studied in detail in Phase II. As noted, GOSA at the school and unit levels is represented more often at the low end of the ratings scale. (GOSA is interpreted here as general application of the total IPM model rather than its specific components.)

In Table 27 the distributions for Unit 2 and Unit 5 are virtually the same. However, this masks the actual variation; the distribution is

described as follows: in twelve schools, the two units received the same rating; in sixteen schools, the two units varied by one scale point; in one school the variation was two scale points; in the final school, the variation was three scale points.

A final observation on the units: based on visit impressions in general and judgements about the implementation of the IPM, it is conjectured that in any actual measurement of the unit-level variables in the Phase II sample, UCR and IA will appear higher on the scale than will IDM and IE. That is to say, utilizing appropriate curriculum resources and setting up a system for acquiring student information are more likely to be found than actually using the information for purposes of individualization or engaging in effective grouping/regrouping practices.

VI Conclusions and Implications

Phase II had four major purposes: verification and clarification of selected Phase I self-report data, collection of "new information" such as IGE installation history, determination of the feasibility of obtaining specific IGE cost data, and judgemental observation of the ways in which elementary schools currently implement IGE. Because of the range of purposes and the large body of data to be presented, the text of this report necessarily contains a considerable amount of interpretation and also a number of conclusions applicable to certain sets of findings. This section will focus on major conclusions related to the entire study and built around the "eleven key questions" which gave specific direction to Phase II within its major purposes. It seems appropriate to include a few conclusions which emerged as a result of the total field experience (related to the fourth major purpose) but which were not directly related to Phase II data-collection activities.

A distinction between Phase I and Phase II may be useful at this point, in connection with the conclusions and implications. Although both phases are integral parts of a comprehensive evaluation plan, Phase II changed somewhat from principally a validation activity to one with broader purposes encompassing separate but related investigations. With the exception of the first key question, for example, the Phase II

questions can stand apart from Phase I and can be viewed as independent inquiries attached to the Phase II field work. Viewed this way, Phase II includes such topics as installation history, turning points, network utilization, staff attitudes, unit operations, and implementation of the IPM--and in this sense, Phase II serves as a formative evaluation quite separate from the summative aspects of the research study encompassed in Phase I.

A formative Phase II, then, has certain important limitations. It cannot be viewed as "final" with respect to (a) any of the individual topics included, (b) the implementation status of the 30 Phase II schools, or (c) the status of all Phase I schools. In fact, the extent to which Phase II validates Phase I is also somewhat proscribed since the inquiry relates to selected Phase I items from among many items in several instruments. If Phase II is itself not an evaluation and cannot provide an absolute Yes-No answer about Phase I validation, it can nonetheless assist in the validation process and in examining the whole IGE movement. As the findings are studied, they may be of help in outlining IGE installation history, in defining enhancements and obstacles, in clarifying the requirements of an assessment of implementation status, and in identifying some key features of the dynamics of IGE. Phase II can thus add to the body of descriptive literature at the same time that it serves as a validation study for selected aspects of Phase I and attempts to answer a variety of specific questions related to a given set of schools. In this way, Phase II should be of utility to researchers, promoters, and implementers interested in school change in general and IGE patterns in particular.

Eleven conclusions are derived from Phase II data and experiences. The first seven relate to the "key questions" and the initial effort in comparative analysis. The final four conclusions reflect the somewhat personal judgements of the visit teams but, as will be seen in the discussion, have implications for IGE in general as well as for Phase I.

While some of the implications and strictly judgemental observations below may properly be applied broadly to IGE, the conclusions themselves relate to the particular sample of schools studied in Phase I.

1. Phase II validation findings may be applied to Phase I more as aids to interpretation than as recommendations specific to Phase I variables or analysis.

This conclusion is related not only to the nature of somewhat equivocal findings but also to the nature of the inquiry. Where direct confirmation of Phase I data is concerned, the overall findings show a greater amount of verified data than of data not verified, but they also reveal some serious concern with particular items as well as with respondent attitudes. The inquiry itself must also be considered in that it involved a select sample of schools and included an array of validation items related to a select group of Phase I variables. (Phase II items represented some but not all variables, and to different extents).

One might argue that any level of doubt about particular items or topics based on direct contact in the field should result in some sort of correction to the original data. There would have to be parallel questions, however, as to criterion levels of validation (or non-validation) and also what such "corrections" might constitute. General experience suggests that all validation studies find some level of incongruence between self-report and direct-contact data, with a resulting dilemma over what to do with the findings. It would not appear appropriate to conclude that the positive and negative features cancel out, thus requiring no action. Similarly, it would not be advisable to alter formulas or weightings automatically on the basis of validation study findings, since such studies have their own inherent limitations and cannot yield definitive applications, especially in cases where a purposive sample has been employed.

In the present case, the variables themselves could not be formally validated (either as constructs or as groupings of data). What was attempted was (a) the specific verification of selected items and (b) the general validation of obtained data in terms of school staff reactions to the Phase I instrumentation and overall Phase II visit judgments. These tasks resulted in a judgemental assessment of the quality of the response to items associated with the variables in the Phase II sample. But there were two factors which moderated any effort to judge the "worth"

or the "strength" of the several variables in terms of the quality of response. One of these was the fact that the items associated with most variables appeared in several instruments--and there were clearcut differential attitudes regarding the difficulty of the instruments and the ultimate meaningfulness of the data reported in them. The second factor was that within individual instruments there were several topics associated with the same variable, and they were judged to have been handled differentially by respondents in the Phase II sample. Thus, the quality of staff response--viewed in terms of design variables as separate entities--is moot. Even where two related instruments (General Staff Questionnaire, Assumptions sections) were associated with a single variable (ID) and the reported result was "negative", it would be inappropriate to make recommendations about the variable since none of its associated items was the subject of direct verification efforts. The data do suggest, however, that the responses to certain topics may be relied on to a greater extent than the responses to others.

In view of the above, it may be appropriate for Phase I analysts to judge the nature of the reported validation data (in terms of both verification and supportive corroboration), relate these to the design variables, and apply the implications to the interpretation of Phase I findings within the current design. Alternatively, to the extent that separate topical groups of items can be differentially weighted within variables (as subvariables), it may be useful to try such reformulations, or certain variables themselves might be differently weighted. Any such recommendations or actions, however, should be related to direct study of the Phase I findings since other interpretations might come to light.

One might also look further, noting that a number of "new information" topics expand on what was obtained in Phase I (re history, inservice, originating agencies, networks), irrespective of the validation task. These data cannot be applied directly to Phase I variables or analyses (having been obtained for a select sample), but they can "advise" interpretation of the strength of the variables in effecting Phase I outcomes. In that sense, there is a clear conceptual relationship between the validation and "new information" tasks as they relate to Phase I.

2. A variety of factors affected the utility of data gathered by the Phase I instruments.

In the majority of schools, Phase I data reflected an adequate to strong sense of reality with respect to IGE implementation and the particular organizational and instructional practices engaged in. In the majority of schools, too, it appeared that staff members answered carefully and honestly, and attempted to follow the Phase I directions and procedures. Across the Phase II sample of schools, however, staffs indicated a number of factors that made completion of the self-report questionnaires somewhat difficult and resulted in some responses they did not feel entirely comfortable with. These factors included such matters as: confusion over directions, staff resistance, differential appropriateness of items to the local IGE situation, fatigue, inconsistent within-school responses, non-participation by some staff, differential bases for rating implementation status, length and complexity of items or instruments, and ambiguity within items. While the intent in most all schools was to cooperate, to assist the evaluation, general and local circumstances tended to reduce the expected meaningfulness of the questionnaire data. There was also apparently some special difficulty with the Implementation Survey as a whole. In addition, the final status of the Verification Copy suggests some confusion over IGE terminology as well as incomplete or inaccurate responses to basic descriptive items at the school level.

A related factor is that a significant number of schools no longer appear to be IGE schools or are IGE only partially--and a general sense that IGE is not the paramount motivator or touchstone of the educational program in many of the sample schools. Thus, Phase I respondents within as well as across schools were differentially aware of IGE concepts and terminology, differentially valued their IGE practices, and differentially implemented the key components, with obvious impact upon the way Phase I instruments were responded to. This result in turn may be attributed in part to the major criterion employed in selecting the Phase II sample, that of reportedly high and low IGE implementation status as of fall 1977. (The Phase I sample itself was made up of twice as many high-and low score schools in the same score ranges, plus many more across the middle of the

range. To the extent that scores may reflect knowledge and practice of IGE, and thus affect response to Phase I, much the same sort of impact might be expected in the Phase I universe as became apparent in Phase II).

In view of a variety of Phase II findings, one implication is the possible need for a revision of some items in the Implementation Survey, particularly those related to key IGE features (such as the IIC, multiunit structure, and the IPM). Some of these items were originally stated as goals to work toward rather than as precise indicators of status, and they also appear to relate to the school as a whole rather than to its parts. In addition, respondents noted that some items appear ambiguous and may have indefinite time references. For all these reasons, a revised Survey in future research work might elicit more useful and complete data from the schools. Such an effort might involve some of the following: (a) revised "unit" items to be rated by separate unit groups rather than by all staff for the total school, (b) amplification of the "IIC" item into subparts getting at regular meeting times, actual instructional governance, and the like, (c) clarification of what is rated when respondents rate the IPM implementation, and distinction between IGE and non-IGE subjects, (d) separation of multiple elements, by creating new items or omitting certain elements, (e) development of restrictive items (e.g., if there is no IIC, then skip the subsequent IIC items), (f) a focus on central IGE elements actually being attempted by schools with possible deemphasis on aspects not now being generally implemented, such as the SPC, the R & D component, the H-S-C component; this notion of course involves possible changes in underlying assumptions and in the scaling approach used, and (g) identification of key concept items for a school staff to agree on and rate as a total school group; this would yield something similar to averaged individual ratings but would have a different quality of approach and response to the task.

Student achievement and affective testing appears on the whole to have been conducted appropriately, and the great majority of respondents indicated that they would trust and use these outcomes. The usual careful approach to testing was likely enhanced by the aura of formality and importance typically attached to standardized measures by both students and school personnel.

3. The several IGE components are differentially understood, valued and implemented in the Phase II sample.

It is not the rule for school people (including principals and unit leaders) to think of IGE in terms of components or of seven given components. And, among the seven stated elements, there is a rough hierarchy of awareness closely related to extent of implementation. Although about equal emphasis on the Multiunit Organization and the IPM was reported across schools, the Multiunit Organization appears much better understood and implemented than the IPM. Indeed, except in a few strong IGE schools, most principals and many teachers seem to feel now that the heart of IGE is the Multiunit Organization (with shared decision-making and more open communication) irrespective of the level of IPM implementation.

Aside from the Multiunit Organization, two other components are tied quite firmly to the schools' overall concept of IGE, Curricular Programs and Facilitative Environments (more as a set of helpful circumstances than as integrated components of a larger system). Home-School-Community activities are also widely engaged in and valued--and received emphasis in the installation period--but in many schools these are not viewed as aspects of a component per se. Of all the components, Research & Development seems to be understood and implemented at the lowest level across schools.

A good deal of effort--more in the past than at present--has been expended in connection with the IPM component, but with only moderate success overall. The problems of understanding and implementing the model are well known, and in Phase II were sometimes explained as the reason for abandoning IGE subjects. It was noted in some schools that to engage in one, two, or three of the models' requirements sufficed to credit the school with an IGE subject, and this was often done without apparent realization that the integrity of the model had been violated. Thus from an accounting point of view, it was necessary to reduce the total number of IGE subjects originally reported by Phase II schools, although admittedly it was difficult to discern the non-operation (or operation) of all the model's steps. In effect, many school people asked, "How much actual individually-guided education is needed for a subject to be an IGE subject? How many IPM elements are essential?" Thus there was considerable evidence

in Phase II of "partial IPM-ing," of variations within and across units, of employment of the full IPM for some students but not others, and of emphasis on some steps in one curriculum but not another. Frequently this somewhat scattered approach resulted in an emphasis on and a valuing of some form of individualization but not necessarily the whole IPM sequence.

4. The historical patterns that emerge in the Phase II sample suggest a decline in implementation energy, availability and use of outside resources, and adherence to basic IGE concepts.

There is no clearcut basis for inferring a direct relationship among these patterns and the subpatterns they include, but the inference is a likely one. There are data of record as well as the perceptions of school people which indicate that the several originating agencies and the networks at various levels provided a good deal of impetus for IGE implementation several years ago, developed training chains, organized resources for technical assistance and mutual support, and in other ways aided the implementation/maintenance processes. At the same time that these resources have apparently declined either in actual existence or in importance, there has been some evidence of a decline in IGE bootstrap attitudes, acceptance of the more demanding IGE concepts and components, staff development related to IGE, and affiliation with active networks--at least so far as this sample is concerned. If there is a demonstrable relationship here, it is not a surprising one since most IGE schools report a need for contact with and support from a larger IGE context of some sort.

This conclusion of course is drawn from the total sample and the apparent overall patterns. But within the sample there are strong IGE schools with a high degree of independence and self-sufficiency; schools which continue to attempt improvement with whatever resources are available; and schools which value IGE for what it has accomplished and saved and generated. There are also schools where adherence to the IPM is clearly evident and where cooperative planning at IIC and unit levels is effective.

In line with the earlier observation that the Multiunit Organization appears more central than the IPM in this sample, it is also noted that cooperative planning is generally at a moderate to high level in the units studied. This was true to some degree in schools (or in units) even where the IPM was implemented at a low level. In other words, "cooperative planning" can and does refer to a number of activities where joint decisions are made, resources are shared, progress is recorded, and so on, apart from the more precise kinds of planning needed to fully implement the IPM. In this and a number of other ways (such as units' deciding to create their own instructional objectives where the IIC or school has not done so), various schools in Phase II showed their continuing attention to certain IGE concepts and their creative adaptation of specific practices. However, on the whole, the field visits suggest a decline in the vitality of IGE per se in both general and specific terms. It was also noted that most schools were "proud" of their educational programs and sought renewal and refinement in general, and that the educational programs appeared to be effective. This latter point refers to the schools as schools, and not necessarily in terms of IGE concepts and practices. One cannot help but conclude--as others have done--that in many schools the "best" or most useful aspects of IGE have been adopted or adapted, even where IGE may no longer be a recognizable focus of the educational program.

5. Certain predictable factors appear related to overall IGE status and success.

Very much related to the preceding conclusion, direct and indirect findings in Phase II reinforce "common knowledge" about the sorts of historical factors which relate to later healthy or declining IGE status. Particular facets of a well-planned installation period (such as staff commitment, curricular objectives, parent approval) appear to auger well for--and possibly predict--later strong IGE status or at least a smooth operation. On the other end, schools recognized that unilateral decisions to go IGE or insufficient training at the outset

appeared to relate to later decline or stagnation of the IGE effort. Thus, a number of specific turning points were stated by school personnel themselves and seem closely related to present (1977-78) judged status of IGE implementation at least in the broad sense.

More immediate turning points were also reported, having to do with the local (district) context where concurrent restrictions of various sorts were perceived as damaging to the continuation of IGE.

Actual predictors of later success or failure were not determined in Phase II, but the associated findings suggest much the same sorts of factors as were reported as turning points. These include such influences as commitment, leadership, time, cooperation, acceptance of change, training, district support, technical assistance--or the lack of these. In other words, these amount to attitudes or qualities as much as (or perhaps more than) specific events or practices. As noted earlier, this interpretation is influenced by the outcome of the attempt to compare high- and low-implementing schools on a number of essentially historical factors. The two subsets of schools appear much more similar than different in these comparisons, which raises questions as to what IGE implementation actually amounts to, whether status can be measured precisely, whether specific events or external factors are ultimately more important, and whether the whole matter of status--and its prediction--is more tied up with intangible factors than with measurable ones.

6. Cost factor data specific to IGE or general to school operations are difficult to obtain, at least on short notice.

The feasibility study resulted in this conclusion, partly because historical cost data are often not maintained for several years and partly because IGE and "regular" costs are not distinguished except in a small number of schools. Principals found it just as difficult to provide current (1976-77) instructional operation costs as to resurrect IGE installation costs from 4-6 years earlier. In addition, regarding both inquiries, they frequently made estimates in place of having precise figures and sometimes had to report 1977-78 budgeted amounts in place of actual expenditures for 1976-77.

These observations apply with respect to the general difficulty of obtaining complete and clear cost figures and also to the relatively short time devoted to the search for data. By and large, complete data were not obtained in the allotted time (actual field visit plus advance notice and telephone followup), although a few schools indeed provided complete, precise, and clear figures on short notice.

7. Useful data on "new information" topics can be obtained via refinement of data-collection methods.

Regardless of the specificity of the topical outline and Team Visit Report Form, the conditions of a brief field visit did not always permit obtaining the full extent of data that might be needed for some research purposes. This was probably most evident with respect to cost factors, but was also true for topics such as inservice training and the actual operations of the IGE subjects. Exploration of these areas would be enhanced--depending on research needs--by surveys specific to certain topics and/or by clearcut case studies of a longitudinal nature. Obviously, neither of these approaches was appropriate or possible in Phase II, but enough was learned to imply the success of more detailed efforts.

To an extent, the same may be said with respect to one aspect of Phase I that was explored in Phase II, the Implementation Survey and the associated activities that would need to be examined in detail in order to judge the validity of responses to the full 77 items or a revised version of the instrument.

8. The multiunit organization of IGE schools is fluid and affects operations as well as the description and evaluation of those operations.

Historically, it appears that IGE concepts, implementation plans, descriptions, and evaluation efforts have defined or assumed the school as the locus of operation and the focus of study. The model's paradigm supports this interpretation with its reference to the IIC and several units equal in their makeup and their relation to the IIC. And while departures from this model are no doubt expected, perhaps encouraged,

Phase II findings suggest that implementation is so varied as to affect the kinds of data obtained in Phases I and II and the interpretation of some of those data.

In particular, at least in the Phase II sample, many schools are not totally IGE in organization and thus do not function as entities so far as IGE is concerned. Even where there appears to be full multiunit organization, half the units in a school may function according to IGE precepts while the other half serve strictly managerial/administrative purposes and are actually collections of self-contained classrooms. Where such variations occur, it is difficult to describe or rate the "school" without considerable attention to explanations or exceptions; unitary measures or descriptions are of limited utility.

Similarly, in many schools (including some that appear to be fully IGE), the units are defined and structured differently and function differently, so that the unit cannot serve universally as the "unit of study" or description. One is forced to consider subunits of various sorts, sometimes as many as three or four within what on paper looks like one operational unit. The variations occur with regard to subjects, schedules, multiaging, grouping strategies, planning, grades, use of the IPM in part or full, or any combination of these. It is thus difficult or impossible to rate or describe these "units" meaningfully when single measures or terms are used--for the units separately or as common practice across units. Such differences were recognized in Phase I when individual teachers responded to their roles and instructional practices, although some related items were handled by the unit group and may represent procedures used with a small proportion of the unit's students. There were similar difficulties in Phase II efforts to unify verification and descriptive data.

9. Implementation variations lead to a question of what IGE is and means.

Among many school people as well as Phase II visitors, a question often arose--What is IGE?--and this appears to be a legitimate question. In a sense, IGE is whatever occurs under its name, but this is often quite different from the models disseminated by the originating agencies. So far as the Phase II sample is concerned, IGE is more recognizable as a form of the multiunit organization along with facilitative environments

than as an implementation of the instructional programing model. Certain of the components and outcomes are frequently not attempted or refined, leading to a question whether the integrity of the model has been subverted--or whether in fact all aspects of IGE are necessary parts of a workable and useful model.

In any event, IGE in the field does not appear to represent a systematic or organized structure at the school level, using certain defined and necessary elements within local adaptations of the model. Rather, it is much more diverse, and it may be described more as a "movement" within the larger rubric of individualization than as an "institution."

However, what may be described as IGE (or partial IGE) schools do appear to have something in common. This is an effort to accomodate individual students, to engage in some form of individualized instruction. In pursuit of individualization or personalization, these schools as a group have broken the lockstep of strictly graded self-contained classrooms and single-teacher instruction, although this is sometimes evident in only a portion of the school or in the work of a few dedicated teachers or for one hour a day four days a week. In the Phase II sample, a certain movement can be seen from the old to the new, and frequently IGE has been adopted or adapted or borrowed from in an effort to find operational ways of implementing "new" ideas related to individualization of instruction.

10. The full IGE model may never be attained and may not be attainable; but some moderate level of implementation may be sufficient to describe IGE and to accomplish its objectives.

It is quite apparent that all the IGE components and outcomes can be and have been implemented--but not necessarily in the coherent integrated fashion that was intended. At the same time, many schools have moved beyond the traditional mode, adopting certain important IGE practices and effecting a degree of individualized or individually-guided instruction. At this juncture, it may be useful to consider what IGE is and does in a normative way and to redefine IGE in terms of what is most attainable and still comes closest to the "ideal."

It is conventional wisdom that a certain amount of "overreach" is either necessary or desirable when institutions attempt to make broad meaningful changes. Many IGE schools appear to have aimed high and fallen somewhat short, settling into a locally-feasible adaptation of IGE that may be less than the ideal but at the same time is more than the traditional. In the same sense, some schools have edged slowly up to that same level. In either case, the basic IGE concepts are not necessarily lost or devalued. They are redefined. And the difficulties involved in either sort of attempt (the overreach approach or the slow uphill climb) can be--and often are--viewed as valuable as well as necessary. They help schools to decide on the minimal elements that represent their goals; to alter the model's goals and components to fit with reality; to choose their priorities within their resources; to accomplish some level of individualization.

If this conclusion is valid, then an implication of it is the need to assess the current operational definition of IGE in the field and to revise certain of the implementation goals and criteria. A corollary, however, is that this should be done in a minimal way if indeed overreach is a necessary and desirable way of accomplishing the endpoint of meaningful change in school governance and instructional practice. What appears needed here is a working "relationship" between theoretical positions and empirical evidence.

11. Some form of annual assessment of IGE status, operations, and commitment is important not only for research and accounting purposes but also as a means of enhancing new and refined implementations.

In view of a number of observations based on Phase II as well as general awareness of IGE, an annual monitoring or accounting activity is seen as a near necessity in order to keep the movement alive and healthy. Such an activity should be national in scope and should be approached cross-sectionally as well as longitudinally in order to accomplish several related purposes and to make use of a broad spectrum of resources.

Thus, this statement is as much a recommendation as a conclusion--and the suggested assessment may also be interpreted as an extension of the various research activities of the two major originating agencies.

Among the purposes and outcomes of an annual assessment are these:

- (a) To determine the permanence of the key IGE patterns and to follow up on a broad movement with potential national significance.
- (b) To identify the most pressing needs for technical assistance at school and other levels, and to remind those in a position to assist what those needs are.
- (c) To enhance and make use of mutual-assistance strategies.
- (d) To help organize and systematize what is needed to maintain and strengthen IGE (aside from existing agencies or networks).
- (e) To publicize IGE, to keep its potential in the public awareness.
- (f) To ascertain what features are most successfully and easily implemented and under what circumstances.
- (g) To study and disseminate the essential dynamics of IGE implementation, the critical stages or events, the sorts of efforts that relate to refinement.
- (h) To establish the criteria needed for assessing implementation status and IGE "success" and to use these in the installation and refinement stages.
- (i) To garner evidence that IGE works, that it grows and is self-renewing, and to use such evidence as a firm basis in fostering installation efforts.
- (j) To delineate a statement of agreed-upon objectives or outcomes that can unify the movement and give it direction.

If such an annual assessment were to be undertaken by some agency, consideration should be given to the methodologies involved in data collection. A variety of related means would be useful, since the nature of IGE suggests that some basic features may be described through mail survey techniques, while other features may require different modes of data collection.

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APPENDIX A

Overviews of Phase II School Contexts

School Overview 015

This school is located in a predominantly white middle-class neighborhood. Although the school scored low on the scale, IGE is very important to most staff members who were involved in the decision to accept IGE and who have been involved in adapting the IGE components to the local situation. The other elementary schools in the district do not have IGE, and this school has not been able to gain district approval for certain aids to IGE implementation, e.g., released time as a unit while students are at school and additional budget. The school and staff appeared to have strong home-school relationships and an overall strong educational program.

Both units follow individual student progress according to Wisconsin math and reading skills keyed to the basic text series, but the units vary in basic ways. The primary unit (K-3) groups students by overall ability and achievement and generally teaches in a self-contained situation, while the intermediate unit (3-5 with overlap at grade 3) groups students separately for instruction in math, reading, and study skills. Most teachers seemed reasonably pleased with the IGE program they have adapted to local conditions, and they appeared to share enthusiasm for the multi-unit organizations, multi-aging, and following student progress through the math and reading skills. They had attempted constant regrouping in the past and found it to be impractical in terms of the demands on teacher time and the loss of personal identity between teachers and students.

School Overview 063

This is not an IGE school. And given its history and records, it may never have been except in the most minimal way. At present, there is a vestige of a former grade 4-6 unit in which 3 teachers (grades 5-6) work together very effectively on one IGE subject (math) but in which the other 5 teachers have no part--on paper, in the unit organization, or instructionally. The subunit appears to function well, makes use of the library and the librarian, has its own math learning center, knows and uses the IPM approach, plans together, has half the time of a half-time aide, and also makes some use of WD: Comprehension materials.

Because these 3 teachers plus the librarian were apparently the only ones who completed most of the Phase I instrumentation, the visit was limited in many ways to this one "unit." There was also contact with other staff, the P, and primary teachers (who apparently at one time were also loosely organized as a unit but never understood the IGE fundamentals).

What this one unit does is the extent of IGE in this school. There is no IIC, no schoolwide objectives, no sense of continuous progress, no planning time, and virtually no relationship with IGE schools in the district or elsewhere. The staff as a whole are unaware of IGE, its concepts, potential, the network, etc., etc.

Partly because of this, the principal and the one "unit leader" disagreed on facts and interpretations on a number of Phase II topics--which made it difficult at best to prepare a proper Team Q. In addition, the P talked a good deal about irrelevant matters and arranged for the visitors to spend a good deal of time observing and interviewing the art teacher and the music teacher! A great deal of the inquiry (with P and the school) was responded to with "Don't Know."

Overall, it seemed a backwater sort of school, even though located in an affluent suburb. In the main it was a series of self-contained classrooms, a traditional school, in a very old set of peculiar buildings, with classroom and grade-level insularity within the school. But it should also be noted that a lot of good teaching was observed and that the grade 5-6 students were very responsive and responsible in their ICE math work.

Might be worth noting that what apparently started out 6 years ago as a strong move toward ICE in the district's three elementary schools has now come to this pass: one school is closed, one school is partially ICE (not clear what that means), and this school is non-ICE but with a vestige of ICE in part of a former unit.

The Phase I self-report score was 24. Given that there is some reporting to parents and the usual sorts of school activity, that sounds about right. However, the score was derived from a very small number of respondents.

School Overview 076

This school is located in a small resort town. The school is housed in a small, old, two-story brick building adjacent to the convent, in which the principal and several teachers reside. About half of the teaching staff are lay people. The total student population of about 210 children is divided into three units as follows: Primary Unit--ages 6 through 8; Intermediate Unit--ages 8 through 10; and Upper Unit--ages 10 through 13. Most of these children come from lower-middle class, white, catholic families who place relatively little value on education per se.

A visitor entering the school today is exposed immediately to signs and posters everywhere proclaiming that this is an ICE school. Further investigation reveals that this is certainly the case. The Principal and staff have embraced the concept wholeheartedly and have internalized the model for its implementation. The result is impressive, considering the school's history prior to adopting ICE and the constraints on the program imposed by the physical structure.

The history of ICE implementation at this school is not unusual. Feeling a need to do something to stop or reverse a trend toward declining enrollment, the school accepted an invitation by the Diocese to attend an SEA-sponsored ICE training session in 1972. (All teachers were required to commit themselves formally to participation in the program for one year.) Initial training activities, involving personnel and materials from both the R & D Center and IDEA, were followed by a two-month period of comprehensive planning, after which ICE was implemented completely for the entire school. Enrollment increased consistently for the next several years (attributed partly to the popularity of the ICE program and partly to changes in the local population) and, in the last year or two, demand for admission has exceeded the school's enrollment capacity.

School Overview 093

This is not an ICE school. At one time in the past it may have been, but there is now no connection with ICE except sporadic use of the WD: Word Attack and Study Skills. For most of the staff, the use of these materials as a resource is defined as "ICE." There is, however, no IIC, no firm unit structure, no IPM in any subject in any consistent fashion, no sense of the ICE components, no unit planning, no IMC, no schoolwide objectives, and so on. Apparently the school got off to a fairly strong start in or around 1969-70, but at this time ICE is no longer a factor in its life. The staff as a whole seems unaware of ICE now and the principal acknowledges its demise.

It is a fairly new building, semi-openspaced, with lots of good materials and good teaching and a comfortable sense of productive learning activity. The school moved from an older building several years ago and at that time there was some interest in individualization. However, there was little staff commitment at the time, little training except in the WD: Word Attack, and little actual implementation. Thus, not surprising that Phase I requirements were resented and resisted by much of the staff (testing and instrument completion) as "something the principal told us to do." The staff were cooperative and helpful in the visit, but actually had little information to provide.

The same was true of the principal. He had a good deal to say about ICE in the old days as though that sufficed for the present inquiry. He had little to say about ICE today, and in addition seemed confused as well as defensive. Data obtained were fragmentary and contradictory. It was a very difficult contact for these reasons. As an example: when asked early in the session whether this was the only ICE school in the district, principal replied, "Uh...I think so. Yes, it must be."

Among the topics on which detailed information was provided by the principal were: the 6th grade drill team, the 1976 Conestoga wagon construction, a "business education" day held 12 years ago, Title I parent committee, how to build a new school, how to retire to North Carolina, a hearing-impaired class, and the fact that the children are "hungering for adults and adult contact."

On more germane topics, principal (who has been here since before ICE) "guessed" that ICE was begun in 1971, or 1972, and that he had first had contact with TEI people in 1968, 1970, 1969,...or 1971? The substance of the training provided by Center implementation team was "a sort of informational basis type thing," and it occurred in 1972, or 1971 maybe. This is enough to make clear the extreme difficulty of eliciting Phase II information and suggests the unreliability of what is reported in Phase I. When staff gave different info from what principal provided, it was still not clear whether anyone remembered much or cared much (about ICE and individualization and educational process).

Phase I self-report score of 62 appears somewhat inflated, unless those features that were rated 1 or above relate to practices that are more or less common to schools in general (such as taking courses, reporting to parents). The score of 62 suggests overall staff honesty about the status of ICE here, but even so is inflated.

School Overview 127

This is the only ICE school in a school district characterized by its conservative and traditional views on most things, including education. Nonetheless, it is a successful "veteran" ICE school. It has been an ICE school since 1971 when, under a different name and in an old facility, it made the commitment to ICE in response to SEA probes that had been triggered by visiting educators from the Wisconsin R & D Center.

The implementation and history of ICE can be divided into two phases: the old building phase and the new building phase. During the former (1971-1975), the staff--with much help from the R & D Center, IDEA, and the State Facilitator coupled with site visits, workshops, and inservice training--transformed the school into an ICE school. Although implementation took only about two years, full (ideal) implementation was somewhat hindered by the limitations of the old school building. A striking new facility, specifically designed as an ICE school, was built. It provided the physical setting and support for the flexibility basic to ICE philosophy and for a total ICE program.

Today, there are 715 first through fifth grade ICE students in the new facility; they are in 6 training communities located in 3 pods surrounding a large multi-purpose area and a media center. It is staffed by 24 teachers, several specialists, and 2 aides. An active volunteer program compensates for the insufficient number of aides. The school is organized according to the ICE model and is committed to and practices the ICE philosophy; it has implemented all seven of the ICE components.

Housed on this same campus, however, in trailers behind the ICE facility, is a small, traditional elementary school of 100 students. This "parallel" school was established during the last school year (1976-1977) by the District School Board in response to pressure by parents who desired self-contained classrooms with traditional curricula and methods.

Interestingly, this "split" has been attributed to the opening of the new building. The ICE facility and its large open spaces (which "liberated" the program from the traditional classroom setting) served to illustrate just how open and flexible the ICE organization and curriculum was. It is anticipated that students in this "parallel" school will be moved to another campus within the next year or so. Meanwhile, the situation is providing an opportunity for some research.

School Overview 152

The school was built for an IGE program. The district superintendent promoted IGE, and selected the principal because of her experience in open education projects. The principal was allowed to hand pick the staff of teachers. Before employment, each teacher was/is required to pledge his/her dedication to the school's IGE program.

Architecturally, the school is divided into four pods with a central IMC. The school's facilities also include a gym/cafeteria and several special classrooms for special education (learning disabled and gifted). Learning disabled students are bused to other schools for one-half of the school day.

Almost all of the students attending this school come from upper SES families. Only two students are currently on the free lunch program. The student population includes few minorities and no blacks.

The staff is enthusiastic about the school's program, but the staff is not required to follow specific objectives set by Wisconsin R & D or the Kettering Foundation.

School Overview 161

This elementary school is located in rural Kentucky, 70 miles south of Louisville. It is one of three feeder schools to the traditional middle school (grades 7 and 8) and high school (grades 9-12) of the county. The school is in the unique and isolated position of being the only IGE school in the area and one of very few in the entire state of Kentucky. The staff is acutely aware of their isolation from other IGE schools and of their differences in philosophy and in practice--with their sister schools in the area. It became an IGE school in 1974 as a result of the initiative taken by a few faculty members at Western Kentucky University at Bowling Green who had obtained a federal grant to initiate IGE-like programs. Federal funds also provided teacher corps aid for the first two years. The SEA was not involved in this project and has never been supportive of IGE. The local district allowed the faculty to go IGE and, while it provides no extra funds or benefits, does give the faculty discretion over the use of certain allocated funds. Parents appear to be supportive of the school, and the PTA raises a fair amount of money each year for special purposes.

There are 250 students in grades K through 6, but kindergarten is not part of IGE. The other students are divided into 3 units, staffed by 9 teachers and a full-time reading teacher. Each unit consists of 2 grades (1 and 2; 3 and 4; 5 and 6) and--while there is grade level flexibility within each unit, movement between units does not occur. Grade levels still seem to be very important. The teachers in each unit decide the structure and practices of that unit and, as a result, there are a number of differences between the units.

The staff is committed to IGE and, despite their feeling of isolation and lack of contact with other IGE schools or even the R & D Center for the past two years, they are trying to maintain the IGE innovations. They have been aided by the very low teacher turnover in the school; most of the original IGE trained staff is still there.

School Overview 177

This is the school where one unit leader accosted the visitor with, "Well, what do you want? Make it fast." Unfortunately, that represented the tone of much of the visit. IGE no longer exists in a recognizable or acknowledged form; the majority of staff are against IGE and training and recordkeeping and the IIC, and have in effect scuttled it here. The scutting occurred in the 1976-77 school year.

Thus, much of what was reported in Phase I was either edited or omitted, and the school is simply not an IGE school. It may have been 3 years ago. We prefer to think that the principal--a dedicated and weary person--was thinking in the future hopeful tense when completing Phase I instrumentation. That is, the principal reported in terms of past conditions and what is hoped for the future--but not in terms of 1977-78. E.g., there is no IIC, it does not meet; there is no schoolwide planning or schoolwide objectives; the IPM is not implemented in any subject in any unit in a recognizable form (and the staff agree with that assessment); there is no IGE-related inservice training; the school is not associated with a League or HUB any longer--in fact, the HUB itself has become inactive. The principal's dedication to IGE is shown in the insistence that new staff to the school be indoctrinated--even if that means indoctrinated into a non-IGE school.

Moreover, in all fairness, it may be suggested that the principal has confused some of the past with the past, as well as with the present and the future. That is, there was some contradiction in historical material in the principal's interviews from one day to the second, and between principal and staff input on several topics.

Yet it was a good school in many many ways. The principal and staff have reached accommodations, primarily thru the principal's willingness to back off from IGE and detailed approaches to individualization. The atmosphere was generally pleasant and productive, the IMC (is this the only vestige?) was well-stocked and active, the teacher groups worked together and traded some children back and forth, and so on. Teachers were working very hard (either because they always do or because they wanted to avoid lengthy interviews). Clearly a lot of teacher commitment to good strong teaching and a fair amount to individualization.

There is an attempt to rejuvenate IGE among several districts in this section of the state, with concrete steps taken in 1977-78. It will be a bootstrap operation, however, with no specific help from any source other than one interested former facilitator and several principals. Principal indicated that if the Center and IDEA and network concept disappear, then IGE is doomed.

The self-rating for this school in Phase I was 118; the visit strongly suggests that this was an inflated figure.

School Overview 184

The building was erected about 1920 as a high school and later became an elementary school. With advent of ICE, this three-story old building had a transformation... a new library/IMC...openings cut between classrooms...carpet everywhere... creation of study and tutoring corners. It also apparently changed spirit and developed a staff very committed to individualization and to ICE.

Staff were glad to participate in Phase I because of recent Board pressure to show how ICE does a better job than traditional programing.

This "felt" like a good school from the time of entering the door-- a good, comfortable place for students and teachers and parents. A healthy atmosphere of cooperative planning, goal-setting, effective teaming, commitment. ICE seemed to be everywhere in the sense of smooth instruction, easy passing within the unit for reading, use of the IMC, small group work and tutoring in various corners, self-discipline of the students, and the like. It was a good feeling to be there.

As to Phase I, one sensed benign carelessness in the staff as they completed the questionnaires, and this included the principal. There had been a district strike, a rush to get school under way, and then Phase I came along. It was a hurried deal--instrument completion and test administration. Yet most all staff seemed conversant with ICE and in tune with its concepts, and eager to correct Phase I reports or impressions.

The emphasis is on getting reading really down well as an ICE subject, both word attack and comprehension. The next emphasis will be math, in which some teachers are already cross-grouping and keeping records on (some form of) record cards. Given good luck and the continued hiring of half-time aides, the PIC will truly get to work on mathematics next year and do with it what appears to now be a good job with reading. (At the same time, note that multiaging does not now occur except with reading; it has not yet spread to math or other subjects.)

School Overview 221

The building was planned and built as an openspace structure; only after that was it decided what sort of program to put into it. The superintendent chose ICE and required it of the staff newly assigned to the new building. The open space aspect continues to plague the school because there is much public misunderstanding of what goes on inside. The ICE program also is misunderstood; but by now that may be because the staff no longer pushes and sells it.

That may be because the two key ICE subjects (math and WD word attack) are adopted systemwide now and ICE has lost its newness in the district. One characteristic here is the autonomy with which units--and subunits and individuals within units--engage in instruction, group children at the outset of the year, ignore what might serve as schoolwide objectives, and otherwise act independent of the IIC. (On the other hand, the IIC also seems weak and does not do much planning or decision-making).

It seems virtually certain that the Phase I Q data cannot adequately reflect the organizational/instructional situation here. Individuals and groups had to do a lot of ignoring or compromising to make many responses in the first place. For example, one unit defined reading as word attack only, and indicated that they were reporting for all of reading; everything else fell into language arts. The other unit did not agree; it saw word attack as about half its reading program and thus defined language arts quite differently. This gets reflected in naming ICE subjects, inconsistent responses from the school as to whether language arts and reading are separate, and definition of what IPM really is and does. There is much confusion about the IPM: is it legitimate to do only parts of it and report that it's done in full? does the IPM have to be based on school or unit objectives, or isn't it just the way I teach as long as I'm organized? is it necessary to test and regroup more than once or twice a year? can't we say that Unit X goes ICE in reading even though 2 of us interact and trade our children and the other 2 teachers have self-contained classrooms? what if we cross-group with students in another unit? isn't it harder to go ICE in word attack than in math? can't we say we're ICE and IPM (what is that again?) even though we do word attack by separate class groups, at different times of day, with no chance for grouping except within each separate class? do we need to test so often?

Other notes of interest: (1) Each family is required to pay an annual \$20 fee per student for materials. (2) The district budgets and accounts by the calendar year; thus, figures given are for 1977 with adjustments for the 1976-77 year. (3) Grade 5 students for Phase I were taken from two units; the staff did not appear to realize this or see how it might affect Phase I questionnaire data, since only one of those units responded to Unit Q. (4) The school formerly used the DMP but found it had a low ceiling; the district then adopted a math curriculum appropriate to ICE which the school staff is happier with. (5) Level of parent involvement is such that when the faculty took a one-day wildcat strike this year, certified parents came in on a day's notice and kept the school open and going. (6) Though all units plan at the same time of day and week, one unit called this released time and the other adamantly insisted it was not on released time.

There is confusion here about the IPM and its role in being "truly ICE," definitions for reading and language arts, the basic practices that make a unit a unit in actuality rather than on paper, and the role of the IIC. Thus, the self-report total score of 214 appears inflated.

School Overview 255

It serves a blue-collar neighborhood that has a high percent of black students. Parent interest in school activities is somewhat lower than average. The school is in the same district as another Phase II school.

Since the original commitment (Spring, 1972) there have been two new principals in the school. This caused ICE to begin somewhat slowly and in a rather haphazard fashion. The present principal has placed emphasis upon the organizational aspects. The teachers and unit leaders have attempted a great deal of cooperative planning, but they have had some problems with lack of money for curriculum and instructional materials and the fact that some teachers prefer self-contained principles.

School Overview 257

School 257 serves a blue-collar, neighborhood community that is mostly white. Parent interest in school activities is generally low.

The teaching staff is above average in terms of years of experience, and many of the teachers favored self-contained classes with very little multi-aging. ICE started with interest from a couple of individual teachers who began with part of the fourth, fifth, and sixth-graders. The present principal made the entire school ICE after he began, but there does not appear to be a high degree of support for ICE principles in the staff. This has certainly limited the growth and vitality of the ICE program in this school.

School Overview 295

This is a private parochial elementary school located in a residential section in Iowa. The program of study borrows from both the ICE concept and more traditional institutional methods; units have been formed, unit leaders selected and both regularly scheduled unit and PIC meetings are held. In addition, the school is also a member of a local league made up of other Catholic ICE schools. However, within this framework, record keeping and reporting of student progress remain traditional in nature, small homogeneous ability groups are used in lieu of absolute individualization, and only some aspects of the curricula follow the ICE model. In general the staff agrees that theirs is an eclectic approach to education using those aspects of various instructional strategies that best fit the situation.

Both the staff and the principal appear to be genuinely committed to quality education and to furthering those aspects of ICE that promote the treatment of students as individuals. For instance, they have recently taken up the advisor/advisee concept, put forth by IDEA, as part of their classroom procedure. In so doing, it appears that they are as concerned with the behavioral aspects of ICE as the more purely academic side of this instructional system.

School Overview 296

This is a small school located in an outlying "bedroom" community. Three major points should be made immediately in regard to the school's "IGE" program: -

- (1) The "unit" is a misnomer in this school. Self-contained classrooms are multi-aged and teachers team plan. They rarely team teach, and grouping exists on a schoolwide basis only for the reading program.
- (2) The PIC is dedicated to improvement of the school program only in the vaguest sense. It concentrates on the IDEA 35 outcomes, exchanges ideas on inservice programs and "attitude" improvement, and communicates with the principal.
- (3) Only two report cards are issued per year. Other record-keeping and parent communication is left to the individual teacher and is uniformly minimal, except in reading where the recordkeeping/grouping procedure is dictated by the GINN curriculum.

The principal is dedicated in theory to ICE, but in practice to keeping problems and potential problems to a minimum; the movement and multiple activities of ICE are seen as a potential problem. When ICE was implemented in 1974, students moved from room to room for grouping. This practice was stopped in 1975 and its cessation was viewed by both teachers and principal as a great improvement.

A paradox which exists is the vast amount of inservice dedicated to ICE compared to the low degree of actual implementation. The majority of the school staff sees ICE as an elusive ideal which sounds good, but is, in reality, impractical. Many teachers see ICE as "just grouping and multiaging", and therefore feel that theirs is an ICE school.

School Overview 327

This grade school is located in a small rural community in Wisconsin. There are four schools in the area: a small private Catholic elementary school, two grade schools, and a High School.

The grade school has a pupil enrollment of over 1100 pupils in grades K through 8. The administrators of the school consist of a building principal, a teaching principal for grades K-6, and a teaching principal for grades 7 and 8. The school is built in numerous levels and wings and one can detect a central structure that was added to again and again through the years as enrollment increased. The 7th and 8th grades are housed in one particular area of the school building and grades K-6 are housed in another area.

This is not a complete ICE school but a mixture of a traditional school program and ICE. Only children of parents interested in the ICE approach are in ICE units. There is a large waiting list of children whose parents want them to be in ICE (most of these children have siblings or relatives already in the ICE unit). No new ICE units are expected to be added, however.

Only 290 of the 1100 pupils in the school are in ICE units. In addition, ICE units make up about 1/3 of the K-6 classes; the other 2/3 of the classes are self-contained. There are three ICE units: Unit 1 (K-2) has 6 teachers, Unit 2 (3-4) has 4 teachers, and Unit 3 (5-6) has 4 teachers. The ICE units are located in one wing of the lower level of the school building and part of one wing of the level above. The administrator of the ICE program is the teaching principal for grades K-6, and is also a teacher in one of the units. Two aides are employed for the ICE program and they are housed in the ICE materials center which contained ICE-related curriculum (which is only for ICE use) along with student record files which the aides are responsible for.

Though these units are referred to as ICE units, reading is really the only ICE subject. Students are grouped for 30 minutes a day for four days a week for instruction in Wisconsin Design. The remainder of reading is devoted to meeting the district curriculum guidelines and is taught in the self-contained classes in the unit. (The questionnaire responses relating to reading are answered according to ICE reading only). Other subjects such as math, science, etc., are now taught in the self-contained classes in the unit though there is grouping within the class. Unit teachers want a total ICE program but are looking for some "programed materials" to use in other subject areas.

Unit teachers do get together once a week on their own time to discuss individual students, to exchange ideas, and to present routine information. Every two weeks or so unit teachers also discuss student grouping and pick skills they would like to teach for ICE reading.

School Overview 380

This school is located in a small community which is affected by its proximity to a large prison unit. The student population varies as a result of the transience of the families of prisoners. There is only one unit, encompassing grades 1-3. Grades 4, 5, and 6 operate separately in a more traditional setup.

The school was recently (c. 1970) incorporated into another school district, which is a strong district in a nearby town. Several schools were IGE schools, and the teachers in grades 1-3 expressed a desire to "try" IGE in their wing of the building. The principal, who is also in charge of lunches and buses for the entire district ([]) left IGE implementation up to the concerned teachers who received help from the district's already-functioning league. Grades 4-6, housed in another wing of the school, are not an IGE unit. These classrooms have continued to function as self-contained, traditional classes. The principal has remained uninvolved in IGE decisions and operations.

The pioneer teacher who pushed for the changeover to IGE was the first unit leader, but has left. The new unit leader is enthusiastic about IGE, but many of the original IGE concepts have become secondary to the smooth operation of the unit. The unit has minimized multi-aging and the movement of students during the day so that these classes have virtually returned to being self-contained. There are great differences between the teachers regarding philosophy; some classrooms are more IGE-oriented than others.

Also, any fifth graders tested from this school were taken from patently self-contained classrooms, and were exposed to IGE only in grades 1-3. There is no IIC at this school.

School Overview 394

There are actually two separate schools, located about three miles apart. One is in an older traditional building and houses grades K-2, whereas the other is a new, "open", attractive building (grades 3-6). Both schools have their own principal; however, the principal of one is also the Director of Elementary Education. Programs at both schools are closely coordinated by the Principal and, despite the obvious physical differences, can be treated conceptually as one school/program.

This is among the lowest schools in our sample in terms of self-reported IGE implementation score; this score accurately reflects the situation at this school. Thus, while one building was specifically designed to accommodate IGE, the original commitment to this concept has never been fully realized. In fact, aside from such remaining elements as team teaching, the IMC, and certain remnants of the multiunit organization, the program is really quite traditional, and moving more and more in that direction.

School Overview 451

The school is located in a small community in Wisconsin--population around 6,000. The principal is a strong advocate of ICE. She was involved in the early efforts which led to the district's going ICE, and she was principal concurrently of the first two schools to initiate the implementation in the primary units. She is committed to multi-age groups and organized this school according to homerooms. The principal now spends one-fourth time as ICE coordinator for the district, and she regularly sits in on IIC meetings in all elementary schools.

The multi-unit organization appears to be a very critical element of ICE in the school, as the unit staffs meet together regularly to plan the instructional program within the guidelines of the IIC.

During the 1973-74 school year the School Board authorized an evaluation of ICE, questioning parents about its effectiveness. It appears that this evaluation halted further implementation of ICE into other curricular areas, such as mathematics, social studies, and science. Yet the teachers and principal fully embrace ICE concepts. For example, the Wisconsin Study Skills are utilized in the subjects in the just mentioned. Reading is the only subject where ICE is adopted fully.

School Overview 460

This large school is located at the northern edge of a bustling small city, population about 55,000. Students come from the working class community around the school; there are few professionals in the area.

During its early years of implementation, this school served as a pilot project for other schools in the state. ICE was implemented in 1969 in the upper grades (4-6) and in the primary grades (K-3) in 1970. The staff appear to be extremely enthusiastic about ICE. In addition to academic work within units, each unit plans special projects and devises unique programs to encourage student achievement. Examples are the Winne-Pooh Reading Club in the primary unit, ICE Student of the Week, and a reading enrichment program called "A Book Picnic." Some of the projects involve cross unit participation and cooperation.

The principal has been at the school since its initial involvement in ICE. He is a strong advocate of staff involvement in decision-making in running the schools. Parent involvement is outstanding at this school. Last year (1976-77) there were approximately 63 parent volunteers.

School Overview 486

The school is distinguished in that it reported the highest implementation score in Phase I. It is further distinguished in that its principal states that the initiation of ICE produced virtually little or no change in its instructional program. Prior to ICE the school had been engaged in multiage/ multilevel individualized education for several years.

One is struck by the organizational skills of the staff and by the tremendous level of record keeping that is carried out. Files are kept on each child for up to seven years in which every test ever taken on any subject can be found. It is possible for any staff member or parent to be updated on the progress and achievement of any child within a matter of minutes. The complete educational history is readily available to any interested authorized individual. One is further impressed by the constant and complete communication that is maintained between the school and the parents. If a parent doesn't know how his child is doing, it is certainly not the school's fault.

In general, this is an impressive place to visit, staffed by hard-working dedicated personnel who seem genuinely concerned with the welfare of children and their educational development.

School Overview 520

Located in a very small town, this school has several distinguishing characteristics:

- (1) The principal serves three schools. As a result, the unit leaders in his three schools often serve in administrative roles during the principal's absence. ICE functions as much for administrative efficiency as for instructional purposes.
- (2) The IIC is composed of unit leaders from all three of the principal's schools. As a result, several teachers who were not from this school provided answers to the IIC questionnaire in Phase I.
- (3) Phase I responses indicated that there was only one unit in the fall. For administrative reasons (see #1 above), all grades were placed under a single unit leader for a limited time in 1977. This arrangement, resulting from the departure of a strong unit leader, continued until another strong, willing leader was found for the upper unit.

This is the site of a large state hospital, and two classrooms are used for cerebral palsy and mentally retarded students. These classrooms are completely separate from the remainder of the school--the CP and MR students are not counted as part of the student body.

School Overview 568

The overall philosophy of this total ICE school, as expressed by the principal, is that every student should be independent--responsible for his own learning. This philosophical approach starts gradually in the early grades (K-3) and becomes full-blown in the junior high grades. During the early years students are placed in small groups (according to skills) for instruction, and they are encouraged to work independently at their seats for practice or follow-up. At the junior high level all work is individualized at learning centers or areas.

The school has about 480 students. The students come from one of three suburban communities adjacent to the school, very near a large city. This parochial school is a member of a diocesan league.

School Overview 571

This school is in the Archdiocese of Chicago. It is basically a neighborhood school composed of students from middle class parents who reside in suburbs within the southern metropolitan area. It is a large school with about 760 students in grades K-8. The entire school is organized into units for ICE implementation.

The principal is a strong advocate of ICE and has served as chair of the Archdiocese League and the local Sub-League for ICE. In spite of this and maybe partly due to the large school, there appeared to be a lot of variance within the various units, in terms of acceptance of the ICE philosophy, differentiation of staff, and cooperative planning.

School Overview 581

A powerhouse of a school. Immaculate, well-run, active, productive, energetic, with humor and good will. By comparison with some other schools visited, this was a delight. In addition, it appears to be a strong ICE school, with special emphasis on a single subject via IPM (math) and growing emphasis on IPM in reading and language arts....an IMC that outshines most (with three different rooms, 2 fulltime staff, orderly use of multiple materials, concentration on use of IMC to fulfill learning contracts) ...strong unit teams....committed staff...strong parent/community interaction.

There are some variations, of course. Math, e.g., is taught via IPM in an orderly fashion in each unit, with multiaged instruction, regrouping within the unit, and careful use of records to guide the curriculum for individuals. Reading is more of a single-teacher single-room activity, with regrouping much less often and more in terms of books completed rather than given skills accomplished. In reading, though, there is multiage instruction and some within-unit grouping. Objectives have been developed by the staff for both these areas and are seen as the "IIC" or schoolwide objectives. There are plans to beef up the IPM approach in language arts, but as with so much in this school, doing that is seen as a next step worthy of careful planning and provision of materials.

In that context, there is more of the IPM, multiaging, and cross-grouping in the Grade 5 unit than the Grade 2 unit. Primary youngsters are somewhat protected from too much moving, changing, activity, etc., while older students are expected to adapt to the full program in math and reading.

Not all of ICE is known, understood, or embraced. There is some dynamic move toward further change and refinement (especially re language arts), but the school does not (and maybe can not) seek outside resources for assistance. It is a small school (400) and staff are very confident they know just what they are doing and why...and likely they do.

Assorted Other Notes: (1) Unit 1 determined, on its own, to have one day a week in math as "drill day"....back to the basics of computation and memorization. (2) All staff, new and old, are required to go in unit groups to the IMC for a half-day of updating early each September. (3) While the IIC used to meet weekly, in fact almost daily, it now meets only monthly because school feels the hard work is done and few problems need attention. (4) The units continue to meet weekly, after school, for planning purposes; this after-school time is a required part of the contract. (5) There are 15 regular dependable volunteers who come on a scheduled basis once every two weeks.

One interesting note in unit minutes dated 4/14/78 takes away a bit of the glow of this overview. It reads: "We met to discuss the upcoming May 22-23 visit of the (RTI) ICE team. We decided to go back to our math folders beginning Thursday to get the children reacquainted with working individually." That was the entire entry.

School Overview 624

Built as an open-space building, this school had individualization and teaming before it adopted IGE. The staff saw IGE as a way of systematizing what they were attempting and thus did not adopt all IGE components or all features of the components. To this day they are still implementing the IPM in only certain ways, even though this appears to be an "IGE school." Overall, the educational program appears to be a good one but the school is crowded, the district seems to have many requirements that reduce the school's autonomy, and what used to be an effective IMC no longer exists. Thus, overall, there has been some backsliding so far as IGE goes. Another notable feature, having rotation of unit leaders every nine weeks, also reduces IGE effectiveness because the IIC function is somewhat emasculated and the unit leader role scarcely exists.

There is a strong sense of community in the school. An unusual degree of respect for people, space, and equipment is evident in the students and they also possess a good deal of self-discipline and direction in their academic work. The unit teams appear to work together very well although their sights are somewhat limited compared with the past in respect to continuous progress, following of schoolwide objectives, and assigning staff on the basis of strengths. IGE purposes and concepts predominate in the units and the school, but implementation is not at a high level.

As in so many schools, instruction and grouping are done on a within-class basis. Units are multiaged on paper but most instruction here is not multiaged even in reading and math which come the closest to being "IGE subjects." Teachers nonetheless have regular contact with a large majority of students in the unit, but their instruction is essentially single-graded and restricted to quite static "classroom groups." While records are maintained in reading and math, this is done somewhat grudgingly because the curriculum is text-based while the schoolwide objectives deal with material beyond the texts. In addition, there is a widely-perceived shortage of time and assistance here which would be needed to approximate the classic IPM.

Yet there is a mixed bag reaction to schoolwide objectives. Principal and some staff do not regard the record systems in use as schoolwide objectives while other staff do. There is indecision as to whether objectives exist at all for language arts outside the text series, and some disagreement in reading and math as well. The concept of schoolwide objectives for continuous progress does not appear to be well understood here.

As may be implicit in the above, no single questionnaire response in Phase I could possibly do justice to the wide variations in practice within units or within the school. In unit 5, e.g., two teachers group their students as a subunit and regroup three times a year in math; two other teachers teach only their own separate groups and report regrouping every 3-4 weeks in math. There is similar variation in reading but with a different cast of teachers and students. There is no way to report this "unit practice" in any single or clearcut way. The same applies to the school as a school.

There are several IGE schools in the district and a fairly strong sense of network on a local and regional level (not statewide). One unique feature here is that this one school has a review and planning period every June after school is out; the staff meets for two days to review progress and problems and also has a preschool workshop in late August.

School Overview 639

Only three teachers are still working at the school who were there during ICE initiation into the school. (There have been three consecutive Ps at the school since initiation of ICE). Strangely, these three teachers say that the staff at this school originally voted 27 to 2 against going ICE. They then read in a newspaper that the school was going ICE (the principal had made a unilateral decision). That P says that the staff voted to go ICE.

All classes in this school are in an ICE unit. This is a relatively new school which has 3 units, each located in its own wing. Units B (3rd to 4th), and C (5th to 6th), have multigraded classes. Unit A (K-2) has single-grade classes but 1 and 2 have multigrade grouping for reading and math. Three of the K students are grouped with 1st graders for reading and math. The other 37 K students are grouped with students in the same grade for reading and math. K is still a part of Unit A (K-2) with the K teacher as unit leader.

Enrollment is declining. There is plenty of space but through the years they have lost an assistant principal slot and there are fewer and fewer students to group effectively. The teacher student ratio is 1 to 23. There are 3 aides, 2 regular volunteers and some Prestep students this year (college students deciding on whether they want to be teachers). Three years ago, the present P who was new at that time, had a clinical workshop given to his staff for three 1/2 day sessions by a director from the district office. In the workshop staff reviewed goals, objectives and needs of ICE. There were three segments to the clinical: (1) teacher-advisor-advisee, (2) peer observation, (3) planning. Two teachers and the principal served as resource people.

This report only describes reading and math as the ICE subjects yet in Unit C (5-6) science and math are taught in one block. Science has some ICE-like elements. A portion of reading includes some language arts also but only reading is identified as ICE.

This was a difficult school to visit. It is very large and thus difficult to manage. It has a history of half-efforts to change its program. There appears to be little teacher commitment or enthusiasm. It seems a sad school (although there are several positive features here). The complexity of scheduling here boggles the mind and certainly leaves little left for what IGE requires. So far as IGE goes, the interested staff relayed a sense of depression, isolation, frustration--and a fear that what little there is of IGE is about to be scuttled by district decisions to do away with teacher teams.

It is also difficult to decide whether this is an IGE school. The principal's and counselor's commitment, the fact that units exist, that there are unit leader meetings, that there is some individualizing and recordkeeping--all these suggest IGE. But the units are free agents here so far as planning and instruction go--the "IIC" does not govern schoolwide objectives or goals, planning, or the instructional and evaluational program. Each unit functions on its own, and in most cases that means that each teacher manages a classroom (by grade) and interacts with other teachers only if willing to. In one unit of interest, for example, apparently only one teacher out of five knows the basics of IGE; in the other unit, "our good unit, the best," 4 of 8 teachers work together...sometimes.

Although IGE procedures are credited with allaying serious school problems and accomplishing a measure of individualization, IGE is implemented here at a very low level. Indeed, IGE and all its components and comprehensiveness are not known to most of the staff; what little is done is done in the name of individualization. But can this be accomplished without consistent procedures, without records of progress, without inter-unit communication, without assessment? The concept here is closer to: if the kid doesn't keep up with the group, then he may get some individual help.

There is some flexibility here, and imagination. E.g., a dual-language program (something akin to bilingual), a CAI program in mathematics for Title I students, some careful grouping and regrouping by certain teachers, an active Staff Development Committee, and an attempt to maintain the superstructure of an IIC. The basic point, however, may be that these positive features reflect the will and competence of individuals rather than the school as a whole. There is great philosophical difference among staff here, and a good deal of foot-dragging as well as some name-calling. Even within units, these sorts of differences immobilize the unit staff and only those who are committed in some way do much in the way of individualization. As noted above, there is no such thing here as a single approach to instruction in the school as a whole or in any of the units. So far as Phase I data go, it appears that the two unit groups argued and compromised, with the result that the responses don't reflect the great diversity of what occurs in the unit. Similarly, there is question about the Verification and IIC instruments.

The principal (versed in IGE but new to the school this year) provided conflicting data from one day to the next, reported that all IIC minutes up to this year had been lost, and described the math program as an IGE subject implemented comprehensively and consistently throughout the school (he just doesn't know).

The unit structure (and the "unit leader meetings") seem more a way to manage a large school than a means of systematizing instruction. Principal is interested in saving the vestiges of IGE and sees this as accomplished if the unit team structure can be maintained; he does not appear aware of the vast differences within and among the school's many units.

School Overview 711

The elementary school is located in a small resort community in the Rockies. The population is 4000 permanent residents plus an equal number of part-time homeowners. This combination of permanent and part-time residents has made it difficult for the local school board to raise money for the school system. Although the permanent residents may vote for a school bond issue, the part-time homeowners will not since most of their children attend other schools. Lack of funds has taken its toll on ICE here.

In addition to lack of funds, the principal reports that many of the parents are not in favor of ICE. These parents equate ICE with permissiveness and are clamoring for a return to more traditionally oriented education. The principal's only attempt at quelling the uproar is to refrain from referring to the school program as ICE. The teachers also feel that it is a mistake to use ICE as a label for their program since it has led to confusion and resistance in a vocal segment of the community.

On balance, the school is struggling to continue its ICE program under the combined handicaps of lack of funds and community resistance. In truth, however, the program appears to be much more traditional than the school staff or the administration is willing to admit.

School Overview 715

The school is located in a small town on the eastern slope of Colorado. The school is housed in an old building marked by periodic additions, resulting in a maze-like internal structure. The total student population of 380 children is divided into 3 units of approximately equal size--K-2, 3-4, and 5-6. Virtually all of the children are bused and most come from lower-middle class white families. The school has always enjoyed a very high level of community support.

This is the only ICE school in the district and one of the 13 initiated in the state in 1970. Implementation of ICE has not gone smoothly, however, and even today the program appears to be struggling, for several reasons. First, the school staff received little training or assistance (initially or since) in how to go about implementing ICE; instead, they were simply left on their own to do their best. As a result, considerable differences of opinion developed among school staff as to what ICE was, which components or elements were essential, and how the concept should be operationalized. These differences still exist and probably represent the major barrier to full and effective implementation. Other reasons relate to the reluctance on the part of the Central Office to provide for released time for cooperative unit planning, to the fact that the principal is new to the school and has no background in ICE, and to the constraints inherent in the physical structure itself.

Despite these problems and limitations, the principal and staff are, for the most part, committed to ICE and are dedicated to its continued implementation.

School Overview 744

This school is located in a small city that is part of the megalopolis that extends from Los Angeles to San Diego. The school serves a community that is ethnically and economically homogeneous. The decision to be an IGE school was made by the principal and the staff in 1972 and implemented in 1973, after a year of study and a summer of preservice preparation. This commitment to IGE was prompted by the advantageous coalescence of two events: 1) the construction of a new, open facility built in pods around a multi purpose area, and (2) the obtaining of significant federal (and later state) funds for compensatory education.

The large staff (17 teachers, 21 aides, 3 full/time specialists--i.e. mathematics, reading, and bilingual) is aided by a fulltime school-home liaison expert, parent volunteers, and specialized consulting professional personnel provided by the school district.

The school follows the IGE organization model. A functioning IIC coordinates unit and school activities. There are 5 units divided into primary and intermediate pods. The units themselves are multigraded (except for K) but many of the classrooms are mono-graded. Both self contained and "teamed" (2-teacher) classrooms exist in each unit, at the teachers' option. "Teaming" is restricted to reading and mathematics with teachers specializing in one or the other (diversified staffing). Flexible grouping procedures are employed for both of these subjects; sophisticated individualized instructional procedures are used. All other subjects are taught in self-contained homeroom classes.

Reading and mathematics are based on a school-modified PRIME program (a criterion-referenced, self-pacing, sequenced, skill-mastery curriculum developed in Fresno, California). A multi-graded state-mandated/bilingual (English as a second language) program and a multi-cultural social studies approach have been recently instituted. All the special curricula and programs are heavily dependent on nondistrict funding. The federal compensatory funds are specifically for IGE-PRIME reading and mathematics programs. They pay for inservice training, aides, additional and specialized materials and equipment, and specialized personnel. It is readily admitted that without these funds IGE procedures could not be implemented.

The school seems to fit the IGE model quite well. All seven IGE components have been instituted. Community-school communication and relationships appear to be open and good. Research and development seems to be an integral part of the school's philosophy and is apparent in activities such as conducting a school needs assessment, continual analysis and revision of the curriculum, and the like.

APPENDIX B

Checklists of Basic School Characteristics

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

015

1. How does this school use/approach IGE?
- | | |
|------------------------------|---|
| Symbolically | |
| Mechanically | X |
| Comprehensively. | |
| With Creative Adaptation . . | |

	YES	Somewhat	Little	NO
2. Is this an IGE school?	X			
3. Does school have substantial R & D Center background? .	X			
4. Was "going IGE" a serious educational decision? . . .	X			
5. Is the network (all levels) a valued resource?		X		
6. Does school have IGE Inservice for new staff?	X			
7. Does school have IGE Inservice for continuing staff? .	X			
8. Do Parents participate in, support school program? . .		X		
9. Is there an IIC/PIC?	X			
10. Is IIC/PIC the schoolwide decision-making body? . . .	X			
11. Is there an IMC for regular/informal/independent use? .		X		
12. Is school (fully) unitized in organization?	X			
13. Is school (fully) unitized in instruction?		X		
14. Are (all) units multiaged in organization?	X			
15. Are (all) units multiaged for instruction?		X		
16. Is there any schoolwide IGE subject (may exclude Kg)? .	X			

X Reading X Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results? . .

Unit

2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X Reading X Mathematics
 Language Arts Social Studies Science

Unit

5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X Reading X Mathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

063

1. How does this school use/approach ICE?
- | | |
|------------------------------------|---|
| Symbolically | X |
| Mechanically | |
| Comprehensively | |
| With Creative Adaptation | |

- | | YES | Somewhat | Little | NO |
|---|-----|----------|--------|----|
| 2. Is this an ICE school? | | | | X |
| 3. Does school have substantial R & D Center background? | | | X | |
| 4. Was "going ICE" a serious educational decision? | | | | X |
| 5. Is the network (all levels) a valued resource? | | | X | |
| 6. Does school have ICE Inservice for new staff? | | | | X |
| 7. Does school have ICE Inservice for continuing staff? | | | | X |
| 8. Do Parents participate in, support school program? | | | X | |
| 9. Is there an IIC/PIC? | | | | X |
| 10. Is IIC/PIC the schoolwide decision-making body? | | | | X |
| 11. Is there an IMC for regular/informal/independent use? | | | | X |
| 12. Is school (fully) unitized in organization? | | | | X |
| 13. Is school (fully) unitized in instruction? | | | | X |
| 14. Are (all) units multiaged in organization? | | | | X |
| 15. Are (all) units multiaged for instruction? | | | | X |
| 16. Is there any schoolwide ICE subject (may exclude Kg)? | | | | X |

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

17. Did there appear to be good questionnaire results?

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

☐ Reading ☒ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

076

1. How does this school use/approach ICE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☐ |
| Mechanically | ☐ |
| Comprehensively | ☐ |
| With Creative Adaptation | ☒ |

- | | YES | Somewhat | Little | NO. |
|---|-----|----------|--------|-----|
| 2. Is this an ICE school? | X | | | |
| 3. Does school have substantial R & D Center background? | | X | | |
| 4. Was "going ICE" a serious educational decision? | X | | | |
| 5. Is the network (all levels) a valued resource? | X | | | |
| 6. Does school have ICE Inservice for new staff? | X | | | |
| 7. Does school have ICE Inservice for continuing staff? | | X | | |
| 8. Do Parents participate in, support school program? | | X | | |
| 9. Is there an IIC/PIC? | X | | | |
| 10. Is IIC/PIC the schoolwide decision-making body? | X | | | |
| 11. Is there an IMC for regular/informal/independent use? | | | | X |
| 12. Is school (fully) unitized in organization? | X | | | |
| 13. Is school (fully) unitized in instruction? | X | | | |
| 14. Are (all) units multiaged in organization? | X | | | |
| 15. Are (all) units multiaged for instruction? | | X | | |
| 16. Is there any schoolwide ICE subject (may exclude Kg)? | X | | | |

XReading XMathematics
XLanguage Arts XSocial Studies XScience

17. Did there appear to be good questionnaire results?

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

XReading XMathematics
XLanguage Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

XReading XMathematics
XLanguage Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

093

1. How does this school use/approach IGE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☒ |
| Mechanically | ☐ |
| Comprehensively | ☐ |
| With Creative Adaptation | ☐ |

- | | YES | Somewhat | Little | NO |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 2. Is this an IGE school? | | | | ☒ |
| 3. Does school have substantial R & D Center background? | | ☒ | | |
| 4. Was "going IGE" a serious educational decision? | | | ☒ | |
| 5. Is the network (all levels) a valued resource? | | | | ☒ |
| 6. Does school have IGE Inservice for new staff? | | | | ☒ |
| 7. Does school have IGE Inservice for continuing staff? | | | | ☒ |
| 8. Do Parents participate in, support school program? | | ☒ | | |
| 9. Is there an IIC/PIC? | | | | ☒ |
| 10. Is IIC/PIC the schoolwide decision-making body? | | | | ☒ |
| 11. Is there an IMC for regular/informal/independent use? | | | ☒ | |
| 12. Is school (fully) unitized in organization? | ☒ | | | |
| 13. Is school (fully) unitized in instruction? | | | ☒ | |
| 14. Are (all) units multiaged in organization? | ☒ | | | |
| 15. Are (all) units multiaged for instruction? | | | | ☒ |
| 16. Is there any schoolwide IGE subject (may exclude Kg)? | | | | ☒ |

 Reading Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

 Reading Mathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

 Reading Mathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

127

1. How does this school use/approach ICE? Symbolically
Mechanically
Comprehensively. X
With Creative Adaptation

- | | YES | Somewhat | Little | NO |
|---|-----|----------|--------|----|
| 2. Is this an ICE school? | X | | | |
| 3. Does school have substantial R & D Center background? . | X | | | |
| 4. Was "going ICE" a serious educational decision? . . . | X | | | |
| 5. Is the network (all levels) a valued resource? | X | | | |
| 6. Does school have ICE Inservice for new staff? | X | | | |
| 7. Does school have ICE Inservice for continuing staff? . | X | | | |
| 8. Do Parents participate in, support school program? . . | | X | | |
| 9. Is there an IIC/PIC? | X | | | |
| 10. Is IIC/PIC the schoolwide decision-making body? . . . | | | X | |
| 11. Is there an IMC for regular/informal/independent use? . | X | | | |
| 12. Is school (fully) unitized in organization? | | X | | |
| 13. Is school (fully) unitized in instruction? | | X | | |
| 14. Are (all) units multiaged in organization? | X | | | |
| 15. Are (all) units multiaged for instruction? | X | | | |
| 16. Is there any schoolwide ICE subject (may exclude Kg)? . | X | | | |

X Reading X Mathematics
X Language Arts (X) Social Studies (X) Science

17. Did there appear to be good questionnaire results? . .

X			
---	--	--	--

Unit
2

18. Does unit staff group-plan at least some instruc-
tion for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
	X		
X			

X Reading X Mathematics
X Language Arts (X) Social Studies (X) Science

Unit
5

18. Does unit staff group-plan at least some instruc-
tion for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
X			

X Reading X Mathematics
X Language Arts (X) Social Studies (X) Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

152

1. How does this school use/approach IGE?
- | | |
|------------------------------------|---|
| Symbolically | |
| Mechanically | X |
| Comprehensively | |
| With Creative Adaptation | |

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
		X	
	X		
		X	
X			
	X		
X			
X			
		X	
X			
X			
	X		
X			
		X	
	X		

Reading Mathematics
Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

	X		

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
	X		

X Reading X Mathematics
X Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
	X		

X Reading X Mathematics
Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

161

1. How does this school use/approach IGE?
- | | |
|------------------------------------|---|
| Symbolically | |
| Mechanically | X |
| Comprehensively | |
| With Creative Adaptation | |

- | | YES | Somewhat | Little | NO |
|---|-----|----------|--------|----|
| 2. Is this an IGE school? | X | | | |
| 3. Does school have substantial R & D Center background? | | | X | |
| 4. Was "going IGE" a serious educational decision? | X | | | |
| 5. Is the network (all levels) a valued resource? | | | | X |
| 6. Does school have IGE Inservice for new staff? | | | | X |
| 7. Does school have IGE Inservice for continuing staff? | X | | | |
| 8. Do Parents participate in, support school program? | | X | | |
| 9. Is there an IIC/PIC? | | X | | |
| 10. Is IIC/PIC the schoolwide decision-making body? | | | | X |
| 11. Is there an IMC for regular/informal/independent use? | | X | | |
| 12. Is school (fully) unitized in organization? | | X | | |
| 13. Is school (fully) unitized in instruction? | | X | | |
| 14. Are (all) units multiaged in organization? | | X | | |
| 15. Are (all) units multiaged for instruction? | | | X | |
| 16. Is there any schoolwide IGE subject (may exclude Kg)? | X | | | |

X Reading X Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?
- | | | | |
|--|---|--|--|
| | X | | |
|--|---|--|--|

Unit

2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

x Reading X Mathematics
 Language Arts Social Studies Science

Unit

5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X Reading X Mathematics
X Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

177

1. How does this school use/approach ICE?
- | | |
|------------------------------------|---|
| Symbolically | X |
| Mechanically | |
| Comprehensively | |
| With Creative Adaptation | |

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
			X
			X
X			
		X	
	X		
			X
	X		
			X
			X
X			
X			
	X		
	X		
			X
			X

Reading Mathematics
Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

		X	
--	--	---	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

		X	
		X	
	X		
		X	

X Reading Mathematics
Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

		X	
	X		
	X		
		X	

X Reading X Mathematics
Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

184

1. How does this school use/approach IGE?
- | | |
|------------------------------------|---|
| Symbolically | |
| Mechanically | |
| Comprehensively | X |
| With Creative Adaptation | |

2. Is this an IGE school?
3. Does school have substantial R & D Center background?
4. Was "going IGE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have IGE Inservice for new staff?
7. Does school have IGE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide IGE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
		X	
X			
	X		
X			
		X	
X			
X			
X			
X			
	X		
X			
X			
X			

X Reading Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

	X		
--	---	--	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X			
X			
	X		
X			

X Reading Mathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X			
X			
		X	
X			

X Reading Mathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

221

1. How does this school use/approach ICE?
- | | |
|------------------------------------|---|
| Symbolically | |
| Mechanically | X |
| Comprehensively | |
| With Creative Adaptation | |

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
X			
		X	
	X		
X			
		X	
X			
X			
		X	
X			
X			
	X		
X			
	X		
X			

X Reading X Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

	X		
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Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
X			

X Reading X Mathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
X			

X Reading X Mathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

255

1. How does this school use/approach ICE?
- | | |
|------------------------------|-------------------------------------|
| Symbolically | ☐ |
| Mechanically | ☒ |
| Comprehensively. | ☐ |
| With Creative Adaptation . . | ☐ |

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
X			
	X		
			X
X			
	X		
		X	
X			
X			
X			
	X		
X			
	X		
	X		

☒ Reading ☒ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

17. Did there appear to be good questionnaire results?

	X		
--	---	--	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
	X		
X			

☒ Reading ☒ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

	X		
	X		
X			
	X		

☒ Reading ☒ Mathematics
☐ Language Arts ☒ Social Studies ☐ Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

257

1. How does this school use/approach IGE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☐ |
| Mechanically | ☒ |
| Comprehensively | ☐ |
| With Creative Adaptation | ☐ |

- | | YES | Somewhat | Little | NO |
|---|-----|----------|--------|----|
| 2. Is this an IGE school? | X | | | |
| 3. Does school have substantial R & D Center background? | | | X | |
| 4. Was "going IGE" a serious educational decision? | | | X | |
| 5. Is the network (all levels) a valued resource? | | | X | |
| 6. Does school have IGE Inservice for new staff? | X | | | |
| 7. Does school have IGE Inservice for continuing staff? | | | X | |
| 8. Do Parents participate in, support school program? | | | X | |
| 9. Is there an IIC/PIC? | X | | | |
| 10. Is IIC/PIC the schoolwide decision-making body? | | X | | |
| 11. Is there an IMC for regular/informal/independent use? | X | | | |
| 12. Is school (fully) unitized in organization? | X | | | |
| 13. Is school (fully) unitized in instruction? | | X | | |
| 14. Are (all) units multiaged in organization? | X | | | |
| 15. Are (all) units multiaged for instruction? | | | X | |
| 16. Is there any schoolwide IGE subject (may exclude Kg)? | | X | | |

XReading XMathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

XReading XMathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

XReading XMathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

295

1. How does this school use/approach ICE? Symbolically
Mechanically X
Comprehensively.
With Creative Adaptation

	YES	Somewhat	Little	NO
2. Is this an ICE school?	X			
3. Does school have substantial R & D Center background?				X
4. Was "going ICE" a serious educational decision?		X		
5. Is the network (all levels) a valued resource?	X			
6. Does school have ICE Inservice for new staff?	X			
7. Does school have ICE Inservice for continuing staff?	X			
8. Do Parents participate in, support school program?		X		
9. Is there an IIC/PIC?	X			
10. Is IIC/PIC the schoolwide decision-making body?		X		
11. Is there an IMC for regular/informal/independent use?	X			
12. Is school (fully) unitized in organization?	X			
13. Is school (fully) unitized in instruction?		X		
14. Are (all) units multiaged in organization?	X			
15. Are (all) units multiaged for instruction?			X	
16. Is there any schoolwide ICE subject (may exclude Kg)?				X

__Reading __Mathematics
__Language Arts __Social Studies __Science

17. Did there appear to be good questionnaire results?

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

__Reading __Mathematics
__Language Arts __Social Studies __Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

__Reading __Mathematics
__Language Arts __Social Studies __Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

296

1. How does this school use/approach ICE? Symbolically ☐
Mechanically ☒
Comprehensively. ☐
With Creative Adaptation ☐

2. Is this an ICE school?
3. Does school have substantial R & D Center background? .
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff? .
8. Do Parents participate in, support school program? . .
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use? .
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)? .

YES	Somewhat	Little	NO
	X		
			X
		X	
X			
X			
X			
	X		
X			
		X	
	X		
X			
			X
X			
		X	
X			

☒ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

17. Did there appear to be good questionnaire results? . .

		X	
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Unit

2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

	X		
	X		
X			
	X		

☒ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

Unit

5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

	X		
		X	
	X		
	X		

☒ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

327

1. How does this school use/approach ICE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☒ |
| Mechanically | ☐ |
| Comprehensively. | ☐ |
| With Creative Adaptation | ☐ |

- | | YES | Somewhat | Little | NO |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 2. Is this an ICE school? | | ☒ | | |
| 3. Does school have substantial R & D Center background? | | | ☒ | |
| 4. Was "going ICE" a serious educational decision? | | ☒ | | |
| 5. Is the network (all levels) a valued resource? | | | | ☒ |
| 6. Does school have ICE Inservice for new staff? | ☒ | | | |
| 7. Does school have ICE Inservice for continuing staff? | | | | ☒ |
| 8. Do Parents participate in, support school program? | | ☒ | | |
| 9. Is there an IIC/PIC? | | | | ☒ |
| 10. Is IIC/PIC the schoolwide decision-making body? | | | | ☒ |
| 11. Is there an IMC for regular/informal/independent use? | | ☒ | | |
| 12. Is school (fully) unitized in organization? | | | | ☒ |
| 13. Is school (fully) unitized in instruction? | | | | ☒ |
| 14. Are (all) units multiaged in organization? | ☒ | | | |
| 15. Are (all) units multiaged for instruction? | | | ☒ | |
| 16. Is there any schoolwide ICE subject (may exclude Kg)? | | | | ☒ |

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

17. Did there appear to be good questionnaire results?

☒			
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Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

	☒		
	☒		
☒			
		☒	

☒ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

	☒		
	☒		
☒			
		☒	

☒ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

380

1. How does this school use/approach ICE? Symbolically ☒ X
Mechanically ☐
Comprehensively ☐
With Creative Adaptation ☐

	YES	Somewhat	Little	NO
2. Is this an ICE school?		X		
3. Does school have substantial R & D Center background? .		X		
4. Was "going ICE" a serious educational decision? . . .		X		
5. Is the network (all levels) a valued resource?		X		
6. Does school have ICE Inservice for new staff?		X		
7. Does school have ICE Inservice for continuing staff? .			X	
8. Do Parents participate in, support school program? . .		X		
9. Is there an IIC/PIC?				X
10. Is IIC/PIC the schoolwide decision-making body? . . .				X
11. Is there an IMC for regular/informal/independent use? .	X			
12. Is school (fully) unitized in organization?				X
13. Is school (fully) unitized in instruction?				X
14. Are (all) units multiaged in organization?	X			
15. Are (all) units multiaged for instruction?			X	
16. Is there any schoolwide ICE subject (may exclude Kg)? .				X

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

17. Did there appear to be good questionnaire results? . .

	X		
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Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
	X		
X			
X			

☒ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

			X
			X
			--
			X

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

394

1. How does this school use/approach ICE? Symbolically X
Mechanically
Comprehensively
With Creative Adaptation

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision? X
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff? X
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program? X
9. Is there an IIC/PIC? X
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use? X
12. Is school (fully) unitized in organization? X
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
	X		
		X	
X			
			X
X			
		X	
	X		
X			
			X
X			
X			
		X	
			X
			X
			X

Reading Mathematics
Language Arts Social Studies Science

17. Did there appear to be good questionnaire results? X

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results? X
21. Is there any ICE (IPM) subject? X

Reading Mathematics
Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results? X
21. Is there any ICE (IPM) subject? X

Reading Mathematics
Language Arts Social Studies Science

451

- X Reading Mathematics
Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

460

1. How does this school use/approach ICE? Symbolically
Mechanically
Comprehensively X
With Creative Adaptation

	YES	Somewhat	Little	NO
2. Is this an ICE school?	X			
3. Does school have substantial R & D Center background?	X			
4. Was "going ICE" a serious educational decision?	X			
5. Is the network (all levels) a valued resource?		X		
6. Does school have ICE Inservice for new staff?	X			
7. Does school have ICE Inservice for continuing staff?		X		
8. Do Parents participate in, support school program?	X			
9. Is there an IIC/PIC?	X			
10. Is IIC/PIC the schoolwide decision-making body?	X			
11. Is there an IMC for regular/informal/independent use?	X			
12. Is school (fully) unitized in organization?	X			
13. Is school (fully) unitized in instruction?		X		
14. Are (all) units multiaged in organization?	X			
15. Are (all) units multiaged for instruction?		X		
16. Is there any schoolwide ICE subject (may exclude Kg)?	X			

XReading XMathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

X			
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Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
X			

XReading XMathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
	X		
X			

XReading XMathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

486

1. How does this school use/approach IGE?
- | | |
|------------------------------------|---|
| Symbolically | |
| Mechanically | |
| Comprehensively | |
| With Creative Adaptation | X |

2. Is this an IGE school?
3. Does school have substantial R & D Center background?
4. Was "going IGE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have IGE Inservice for new staff?
7. Does school have IGE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide IGE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
	X		
X			
	X		
X			
	X		
X			
X			
X			
	X		
	X		
	X		
X			

X Reading X Mathematics
X Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

X			
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Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X			
X			
X			
X			

X Reading X Mathematics
X Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X			
X			
X			
X			

X Reading X Mathematics
X Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

520

1. How does this school use/approach ICE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☐ |
| Mechanically | ☒ |
| Comprehensively | ☐ |
| With Creative Adaptation | ☐ |

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
	X		
		X	
	X		
	X		
X			
			X
	X		
X			
	X		
			X
X			
	X		
X			
	X		
X			

☒ Reading ☐ Mathematics
☒ Language Arts ☐ Social Studies ☐ Science

17. Did there appear to be good questionnaire results?

	X		
--	---	--	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
	X		
X			
X			

☒ Reading ☐ Mathematics
☒ Language Arts ☐ Social Studies ☐ Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
	X		
	X		
X			

☒ Reading ☐ Mathematics
☒ Language Arts ☐ Social Studies ☐ Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

568

1. How does this school use/approach IGE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☐ |
| Mechanically | ☐ |
| Comprehensively | ☒ |
| With Creative Adaptation | ☐ |

- | | YES | Somewhat | Little | NO |
|---|-----|----------|--------|----|
| 2. Is this an IGE school? | X | | | |
| 3. Does school have substantial R & D Center background? | | | X | |
| 4. Was "going IGE" a serious educational decision? | X | | | |
| 5. Is the network (all levels) a valued resource? | | | X | |
| 6. Does school have IGE Inservice for new staff? | X | | | |
| 7. Does school have IGE Inservice for continuing staff? | X | | | |
| 8. Do Parents participate in, support school program? | | X | | |
| 9. Is there an IIC/PIC? | X | | | |
| 10. Is IIC/PIC the schoolwide decision-making body? | | X | | |
| 11. Is there an IMC for regular/informal/independent use? | X | | | |
| 12. Is school (fully) unitized in organization? | X | | | |
| 13. Is school (fully) unitized in instruction? | X | | | |
| 14. Are (all) units multiaged in organization? | X | | | |
| 15. Are (all) units multiaged for instruction? | | X | | |
| 16. Is there any schoolwide IGE subject (may exclude Kg)? | X | | | |

X Reading X Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

X			
---	--	--	--

- | | | | | | |
|-----------|---|---|---|--|--|
| Unit
2 | 18. Does unit staff group-plan at least some instruction for <u>all</u> children in the unit? | X | | | |
| | 19. Is multiaged instruction provided? | X | | | |
| | 20. Did there appear to be good test results? | | X | | |
| | 21. Is there any IGE (IPM) subject? | X | | | |
| | | | | | |

X Reading X Mathematics
X Language Arts Social Studies Science

- | | | | | | |
|-----------|---|---|--|--|--|
| Unit
5 | 18. Does unit staff group-plan at least some instruction for <u>all</u> children in the unit? | X | | | |
| | 19. Is multiaged instruction provided? | X | | | |
| | 20. Did there appear to be good test results? | X | | | |
| | 21. Is there any IGE (IPM) subject? | X | | | |
| | | | | | |

X Reading X Mathematics
X Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

571

1. How does this school use/approach ICE? Symbolically
Mechanically
Comprehensively.
With Creative Adaptation

2. Is this an ICE school?
3. Does school have substantial R & D Center background? .
4. Was "going ICE" a serious educational decision? . . .
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff? .
8. Do Parents participate in, support school program? . .
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body? . . .
11. Is there an IMC for regular/informal/independent use? .
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)? .

X Reading X Mathematics
X Language Arts Social Studies Science

17. Did there appear to be good questionnaire results? . .

Unit
2

18. Does unit staff group-plan at least some instruc-
tion for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X Reading X Mathematics
X Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruc-
tion for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X Reading X Mathematics
X Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

581

1. How does this school use/approach ICE?
- | | |
|------------------------------------|---|
| Symbolically | |
| Mechanically | |
| Comprehensively | X |
| With Creative Adaptation | |

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
			X
X			
		X	
X			
X			
X			
	X		
X			
X			
	X		
X			
X			
X			

X Reading X Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

X			
---	--	--	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
X			

X Reading X Mathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
X			

X Reading X Mathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

624

1. How does this school use/approach IGE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☐ |
| Mechanically | ☒ |
| Comprehensively | ☐ |
| With Creative Adaptation | ☐ |

	YES	Somewhat	Little	NO
2. Is this an IGE school?	X			
3. Does school have substantial R & D Center background?	X			
4. Was "going IGE" a serious educational decision?		X		
5. Is the network (all levels) a valued resource?	X			
6. Does school have IGE Inservice for new staff?	X			
7. Does school have IGE Inservice for continuing staff?		X		
8. Do Parents participate in, support school program?		X		
9. Is there an IIC/PIC?	X			
10. Is IIC/PIC the schoolwide decision-making body?			X	
11. Is there an IMC for regular/informal/independent use?				X
12. Is school (fully) unitized in organization?		X		
13. Is school (fully) unitized in instruction?		X		
14. Are (all) units multiaged in organization?		X		
15. Are (all) units multiaged for instruction?		X		
16. Is there any schoolwide IGE subject (may exclude Kg)?	X			

XReading XMathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

X			
---	--	--	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X			
		X	
X			
	X		

XReading XMathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

X			
		X	
X			
X			

XReading XMathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

639

1. How does this school use/approach ICE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☐ |
| Mechanically | ☒ |
| Comprehensively | ☐ |
| With Creative Adaptation | ☐ |

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
	X		
X			
	X		
		X	
			X
	X		
X			
	X		
X			
X			
	X		
			X
	X		
X			

X Reading X Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

X			
---	--	--	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
	X		
X			
X			

X Reading X Mathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
X			
X			
X			

X Reading X Mathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

694

1. How does this school use/approach ICE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☒ |
| Mechanically | ☐ |
| Comprehensively | ☐ |
| With Creative Adaptation | ☐ |

- | | YES | Somewhat | Little | NO |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 2. Is this an ICE school? | | | | ☒ |
| 3. Does school have substantial R & D Center background? | | | ☒ | |
| 4. Was "going ICE" a serious educational decision? | | ☒ | | |
| 5. Is the network (all levels) a valued resource? | | | ☒ | |
| 6. Does school have ICE Inservice for new staff? | | ☒ | | |
| 7. Does school have ICE Inservice for continuing staff? | | ☒ | | |
| 8. Do Parents participate in, support school program? | | | ☒ | |
| 9. Is there an IIC/PIC? | ☒ | | | |
| 10. Is IIC/PIC the schoolwide decision-making body? | | | ☒ | |
| 11. Is there an IMC for regular/informal/independent use? | | | | ☒ |
| 12. Is school (fully) unitized in organization? | ☒ | | | |
| 13. Is school (fully) unitized in instruction? | | | | ☒ |
| 14. Are (all) units multiaged in organization? | | ☒ | | |
| 15. Are (all) units multiaged for instruction? | | | | ☒ |
| 16. Is there any schoolwide ICE subject (may exclude Kg)? | | | | ☒ |

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

17. Did there appear to be good questionnaire results?

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

711

1. How does this school use/approach ICE?
- | | |
|------------------------------------|---|
| Symbolically | X |
| Mechanically | |
| Comprehensively | |
| With Creative Adaptation | |

	YES	Somewhat	Little	NO
2. Is this an ICE school?		X		
3. Does school have substantial R & D Center background?			X	
4. Was "going ICE" a serious educational decision?		X		
5. Is the network (all levels) a valued resource?		X		
6. Does school have ICE Inservice for new staff?	X			
7. Does school have ICE Inservice for continuing staff?		X		
8. Do Parents participate in, support school program?			X	
9. Is there an IIC/PIC?	X			
10. Is IIC/PIC the schoolwide decision-making body?			X	
11. Is there an IMC for regular/informal/independent use?	X			
12. Is school (fully) unitized in organization?		X		
13. Is school (fully) unitized in instruction?			X	
14. Are (all) units multiaged in organization?		X		
15. Are (all) units multiaged for instruction?			X	
16. Is there any schoolwide ICE subject (may exclude Kg)?				X

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

17. Did there appear to be good questionnaire results?

	X		
--	---	--	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

		X	
	X		
	X		
			X

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

--	--	--	--

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

		X	
	X		
X			
			X

☐ Reading ☐ Mathematics
☐ Language Arts ☐ Social Studies ☐ Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

715

1. How does this school use/approach IGE?
- | | |
|------------------------------------|-------------------------------------|
| Symbolically | ☐ |
| Mechanically | ☒ |
| Comprehensively | ☐ |
| With Creative Adaptation | ☐ |

2. Is this an IGE school?
3. Does school have substantial R & D Center background?
4. Was "going IGE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have IGE Inservice for new staff?
7. Does school have IGE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide IGE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
		X	
X			
		X	
X			
X			
X			
X			
			X
X			
X			
	X		
X			
		X	
X			

X Reading X Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

		X	
--	--	---	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

	X		
X			
X			
	X		

X Reading X Mathematics
 Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any IGE (IPM) subject?

	X		
X			
	X		
	X		

X Reading X Mathematics
 Language Arts Social Studies Science

School Characteristics Overview, Based on Phase II
Visits, Judgements, Observations, Study of Materials
(As of the Visit in Spring 1978)

744

1. How does this school use/approach ICE?
- | | |
|------------------------------------|---|
| Symbolically | |
| Mechanically | |
| Comprehensively | X |
| With Creative Adaptation | |

2. Is this an ICE school?
3. Does school have substantial R & D Center background?
4. Was "going ICE" a serious educational decision?
5. Is the network (all levels) a valued resource?
6. Does school have ICE Inservice for new staff?
7. Does school have ICE Inservice for continuing staff?
8. Do Parents participate in, support school program?
9. Is there an IIC/PIC?
10. Is IIC/PIC the schoolwide decision-making body?
11. Is there an IMC for regular/informal/independent use?
12. Is school (fully) unitized in organization?
13. Is school (fully) unitized in instruction?
14. Are (all) units multiaged in organization?
15. Are (all) units multiaged for instruction?
16. Is there any schoolwide ICE subject (may exclude Kg)?

YES	Somewhat	Little	NO
X			
		X	
X			
		X	
X			
	X		
X			
X			
X			
	X		
X			
	X		
X			

X Reading X Mathematics
 Language Arts Social Studies Science

17. Did there appear to be good questionnaire results?

	X		
--	---	--	--

Unit
2

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

	X		
X			
X			
X			

X Reading X Mathematics
X Language Arts Social Studies Science

Unit
5

18. Does unit staff group-plan at least some instruction for all children in the unit?
19. Is multiaged instruction provided?
20. Did there appear to be good test results?
21. Is there any ICE (IPM) subject?

X			
	X		
X			
X			

X Reading X Mathematics
X Language Arts Social Studies Science

APPENDIX C

Cost Data (Installation Period and 1976-77)

Appendix C

Cost Factor Data (Installation Period and 1976-77)

This product contains one sheet per school on which two major sets of cost data are entered: Topic A, Total ICE-Related Costs in the Two-Year Installation Period; and Topic C, Total Instructional Program Expenditures in 1976-77, Inclusive of ICE-Related Costs. Topic B is omitted since minimal data were available and because the topic appeared not to be feasible to explore as a separate category. Other subitems related to cost are summarized across all 30 schools in the report and reflect the general paucity of cost-related data (at least as available under Phase II conditions).

Key observations concerning these data are as follows:

Topic A ICE Costs in Installation Period

1. Line items 3 and 4 caused some difficulty. Only 3 schools provided both figures; in many others, the two potential figures were combined (in either position) since respondents could not distinguish them.

There was also difficulty separating the unit or school ICE costs for instructional materials from general, regular costs for instructional materials.

2. In 24 of 30 schools, a grand total figure was provided; but in 14 of those 24 instances, there were DK or UN responses for one or more entries that comprised the grand total.
3. For these and other reasons (noted in the text), these figures are either gross estimates (and likely underestimates), minimal reflections of real costs, or arbitrary responses to categories for which separate information was not available.

Topic B ICE-Related Costs for 1976-77 Plant Operation

1. Figures were provided by 7 schools, with all the remainder spread among UN, DK, NA, and zero. The common explanation for "nonresponse" was that it was difficult/impossible to assign ICE-related plant costs. This was either because (a) it was difficult to separate ICE from other costs, or (b) the school saw itself as a "total ICE school" with all plant costs ICE-related.
2. In 3 cases where figures were provided, it was with the caveat that "we are a total ICE school and thus all plant costs are automatically ICE-related."

Topic C Total 1976-77 Instructional Program Expenditures

1. As noted in the text, many responses were a combination of estimates and precise figures, and combinations of 1976-77 expenditures with 1977-78 budgeted amounts.
2. Line items 4-5 were often combined (in either position) because of difficulty in distinguishing unit and school costs.

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

0 1 5

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL. Clinical, Etc.					\$ 0		3	4
Staff teachers					\$ 0		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 0		3	4
Membership Fees					\$ 0		3	4
Total					\$ 0		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ 350		3	4
4. Instructional mats. schoolwide					\$ 0		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0							
Aides	\$ 0							
Clerical	\$ 0							
Other	\$ 0							
					\$ 0		3	4
1-5 Grand Total					\$ 350		3	4

0 1 5

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	--
2. <u>Training</u>		
Workshops, conferences, network/league	\$ 0	
Inservice training	0	
Inservice training for New Teachers . .	0	
Membership Fees	0	0
3. Remodeling & maintenance of previous ICE remodeling		0
4. Instructional in units (total across all units)		400
5. Instructional schoolwide		DK
6. <u>Other</u>		
Added compensation for UL (total) . . .	0	
Regularly scheduled substitutes	0	
Interns, if paid	0	0

COST FACTOR Findings

Top: ICE Costs In Installation Period (two years) From Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

0 6 3

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$	DK	3	4
Staff teachers					\$	DK	3	4
Aides					\$	DK	3	4
Workshops, Inservice					\$	DK	3	4
Membership Fees					\$	DK	3	4
Total					\$	DK	3	4
2. Remodeling					\$	0	3	4
3. Instructional mats. in units (all units)					\$	DK	3	4
4. Instructional mats. schoolwide					\$	0	3	4
5. <u>Staff Additions</u>								
	Teachers	\$	0					
	Aides	\$	0					
	Clerical	\$	3,600					
	Other	\$	0					
					\$	3,600	3	4
1-5 Grand Total					\$	3,600	3	4

0 6 3

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	DK
2. <u>Training</u>		
Workshops, conferences, network/league	\$	DK
Inservice training		DK
Inservice training for New Teachers . .		DK
Membership Fees		DK
3. Remodeling & maintenance of previous ICE remodeling		DK
4. Instructional in units (total across all units)		DK
5. Instructional schoolwide		DK
6. Other		
Added compensation for UL (total) . . .		DK
Regularly scheduled substitutes		DK
Interns, if paid		DK
1-6 Grand Total	\$	DK

COST FACTOR Findings

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

0 7 6

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 45		3	4
Staff teachers					\$ 0		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 0		3	4
Membership Fees					\$ 0		3	4
Total					\$ 45		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ 0		3	4
4. Instructional mats. schoolwide					\$ 100		3	4

5. Staff Additions

Teachers	\$ 0	}		-	-	\$ 0	3	4
Aides	\$ 0							
Clerical	\$ 0							
Other	\$ 0							

1-5 Grand Total \$ 145 3 4

0 7 6

- Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below. \$ 44,162
- Training

Workshops, conferences, network/league	\$ 100	
Inservice training	20	
Inservice training for New Teachers . .	15	
Membership Fees	90	225
- Remodeling & maintenance of previous IGE remodeling 0
- Instructional in units (total across all units) --
- Instructional schoolwide 10,427
- Other

Added compensation for UL (total) . . .	0	
Regularly scheduled substitutes	0	
Interns, if paid	0	0

COST FACTOR Findings

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

0 9 3

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ UN		3	4
Staff teachers					\$ UN		3	4
Aides					\$ UN		3	4
Workshops, Inservice					\$ UN		3	4
Membership Fees					\$ UN		3	4
Total					\$ UN		3	4
2. Remodeling					\$ UN		3	4
3. Instructional mats. in units (all units)					\$ UN		3	4
4. Instructional mats. schoolwide					\$ UN		3	4
5. <u>Staff Additions</u>								
Teachers	\$	UN						
Aides	\$	UN						
Clerical	\$	UN						
Other	\$	UN						
					\$ UN		3	4
1-5 Grand Total					\$ UN		3	4

0 9 3

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	UN
2. <u>Training</u>		
Workshops, conferences, network/league	\$ UN	
Inservice training	UN	
Inservice training for New Teachers . .	UN	
Membership Fees	UN	UN
3. Remodeling & maintenance of previous IGE remodeling		UN
4. Instructional in units (total across all units)		UN
5. Instructional schoolwide		UN
6. <u>Other</u>		
Added compensation for UL (total) . . .	UN	
Regularly scheduled substitutes	UN	
Interns, if paid	UN	UN

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

1	2	7
---	---	---

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ UN		3	4
Staff teachers					\$ UN		3	4
Aides					\$ UN		3	4
Workshops, Inservice					\$ UN		3	4
Membership Fees					\$ UN		3	4
Total					\$ UN		3	4
2. Remodeling					\$ UN		3	4
3. Instructional mats. in units (all units)					\$ UN		3	4
4. Instructional mats. schoolwide					\$ UN		3	4
5. <u>Staff Additions</u>								
	Teachers	\$ UN						
	Aides	\$ UN						
	Clerical	\$ UN						
	Other	\$ UN						
					\$ UN		3	4
1-5 Grand Total					\$ UN		3	4

1	2	7
---	---	---

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	296,540
2. <u>Training</u>		
Workshops, conferences, network/league	\$ 1,200	
Inservice training	300	
Inservice training for New Teachers . .	158	
Membership Fees	15	1,673
3. Remodeling & maintenance of previous IOE remodeling		0
4. Instructional in units (total across all units)		7,051
5. Instructional schoolwide		9,291
6. <u>Other</u>		
Added compensation for UL (total) . . .	0	
Regularly scheduled substitutes	0	
Interns, if paid	0	0
1-6 Grand Total		\$ 314,545

174

COST FACTOR FINDINGS

Top: ICE Costs In Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

1 5 2					TOTAL	DK	NA	UN
1. TRAINING	Time	Materials	Travel	Consultants				
P-UL, Clinical, Etc.					\$	UN	3	4
Staff teachers					\$	DK	3	4
Aides					\$	0	3	4
Workshops, Inservice					\$	250	3	4
Membership Fees					\$	UN	3	4
				Total	\$	250	3	4
2. Remodeling					\$	0	3	4
3. Instructional mats. in units (all units)					\$	0	3	4
4. Instructional mats. schoolwide					\$	0	3	4
5. <u>Staff Additions</u>								
	Teachers	\$	0	}	\$	12,000	3	4
	Aides	\$	12,000					
	Clerical	\$	0					
	Other	\$	0					
	1-5 Grand Total	\$	12,250				3	4

1.	Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	_____	DK
2.	<u>Training</u>			
	Workshops, conferences, network/league	\$	_____	0
	Inservice training		_____	0
	Inservice training for New Teachers . .		_____	0
	Membership Fees		_____	0
3.	Remodeling & maintenance of previous IGE remodeling		_____	0
4.	Instructional in units (total across all units)		_____	1,000
5.	Instructional schoolwide		_____	8,000
6.	<u>Other</u>			
	Added compensation for UL (total) . . .		_____	0
	Regularly scheduled substitutes		_____	0
	Interns, if paid		_____	0
			=====	
			=====	
	175 190 1-6 Grand Total	\$	_____	9,000

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

1 6 1

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ UN		3	4
Staff teachers					\$ UN		3	4
Aides					\$ UN		3	4
Workshops, Inservice					\$ UN		3	4
Membership Fees					\$ UN		3	4
Total					\$ UN		3	4
2. Remodeling					\$ UN		3	4
3. Instructional mats. in units (all units)					\$ UN		3	4
4. Instructional mats. schoolwide					\$ UN		3	4
5. <u>Staff Additions</u>								
Teachers	\$ UN				} \$ UN		3	4
Aides	\$ UN							
Clerical	\$ UN							
Other	\$ UN							
1-5 Grand Total					\$ UN		3	4

1 6 1

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$ UN	
2. <u>Training</u>		
Workshops, conferences, network/league	\$ UN	
Inservice training	UN	
Inservice training for New Teachers . .	UN	
Membership Fees	UN	UN
3. Remodeling & maintenance of previous IGE remodeling		UN
4. Instructional in units (total across all units)		UN
5. Instructional schoolwide		UN
6. <u>Other</u>		
Added compensation for UL (total) . . .	UN	
Regularly scheduled substitutes	UN	
Interns, if paid	UN	UN
1-6 Grand Total	\$ UN	

1791

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

1 7 7

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 1,600		3	4
Staff teachers					\$ 1,850		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 0		3	4
Membership Fees					\$ 700		3	4
				Total	\$ 4,150		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ 800		3	4
4. Instructional mats. schoolwide					\$ 200		3	4
5. <u>Staff Additions</u>								
	Teachers	\$ 0						
	Aides	\$ 36,900						
	Clerical	\$ 0						
	Other	\$ 0						
					\$ 36,900		3	4
1-5 Grand Total					\$ 42,050		3	4

1 7 7

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	UN
2. <u>Training</u>		
Workshops, conferences, network/league	\$ UN	
Inservice training	UN	
Inservice training for New Teachers . .	UN	
Membership Fees	UN	UN
3. Remodeling & maintenance of previous ICE remodeling		UN
4. Instructional in units (total across all units)		UN
5. Instructional schoolwide		UN
6. <u>Other</u>		
Added compensation for UL (total) . . .	UN	
Regularly scheduled substitutes	UN	
Interns, if paid	UN	UN

COST FACTOR Findings

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

1 8 4

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 2,350		3	4
Staff teachers					\$ 0		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 1,000		3	4
Membership Fees					\$ 0		3	4
Total					\$ 3,350		3	4
2. Remodeling					\$ 8,500		3	4
3. Instructional mats. in units (all units)					\$ 581		3	4
4. Instructional mats. schoolwide					\$ 702		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0							
Aides	\$ 9,500							
Clerical	\$ 0							
Other	\$ 0							
					\$ 9,500		3	4
1-5 Grand Total					\$ 22,633		3	4

1 8 4

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.		\$ 173,204
2. <u>Training</u>		
Workshops, conferences, network/league	\$ 0	
Inservice training	0	
Inservice training for New Teachers	0	
Membership Fees	0	0
3. Remodeling & maintenance of previous IGE remodeling		160
4. Instructional in units (total across all units)		0
5. Instructional schoolwide		358
6. <u>Other</u>		
Added compensation for UL (total)	0	
Regularly scheduled substitutes	0	
Interns, if paid	0	0

178 193 1-6 Grand Total \$ 173,722

COST FACTOR Findings

Top: IGE Costs in Installation Period (Two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

2 2 1

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 5,000		3	4
Staff teachers					\$ 0		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 200		3	4
Membership Fees					\$ 100		3	4
Total					\$ 5,300		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ 0		3	4
4. Instructional mats. schoolwide					\$ 8,000		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0							
Aides	\$12,000							
Clerical	\$ 0							
Other	\$6,000							
					\$ 18,000		3	4
1-5 Grand Total					\$ 31,300		3	4

2 2 1

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	267,967
2. <u>Training</u>		
Workshops, conferences, network/league	\$	DK
Inservice training		0
Inservice training for New Teachers . .		0
Membership Fees		100
3. Remodeling & maintenance of previous IGE remodeling		0
4. Instructional in units (total across all units)		0
5. Instructional schoolwide		10,963
6. <u>Other</u>		
Added compensation for UL (total) . . .	2,400	
Regularly scheduled substitutes	0	
Interns, if paid	0	2,400

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

2 5 5

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$	DK	3	4
Staff teachers					\$	DK	3	4
Aides					\$	0	3	4
Workshops, Inservice					\$	DK	3	4
Membership Fees					\$	24	3	4
Total					\$	24	3	4
2. Remodeling					\$	0	3	4
3. Instructional mats. in units (all units)					\$	900	3	4
4. Instructional mats. schoolwide					\$	DK	3	4
5. <u>Staff Additions</u>								
Teachers	\$	0						
Aides	\$	0						
Clerical	\$	0						
Other	\$	0						
					\$	0	3	4
1-5 Grand Total					\$	924	3	4

2 5 5

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	218,729 *
2. <u>Training</u>		
Workshops, conferences, network/league	\$	400
Inservice training		0
Inservice training for New Teachers . .		0
Membership Fees		24
		424
3. Remodeling & maintenance of previous ICE remodeling		0
4. Instructional in units (total across all units)		200
5. Instructional schoolwide		0
6. <u>Other</u>		
Added compensation for UL (total) . . .		0
Regularly scheduled substitutes		230
Interns, if paid		0
		230

* Salts salaries for all aides and for principal.

180 195

1-6 Grand Total \$ 219,583

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

2 5 7

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 0		3	4
Staff teachers					\$ 0		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 400		3	4
Membership Fees					\$ 15		3	4
Total					\$ 415		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ DK		3	4
4. Instructional mats. schoolwide					\$ DK		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0							
Aides	\$ 0							
Clerical	\$ 0							
Other	\$ 0							
					\$ 0		3	4
1-5 Grand Total					\$ 415		3	4

2 5 7

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.		\$ --
2. <u>Training</u>		
Workshops, conferences, network/league	\$ 0	
Inservice training	0	
Inservice training for New Teachers	0	
Membership Fees	15	15
3. Remodeling & maintenance of previous ICE remodeling		0
4. Instructional in units (total across all units)		0
5. Instructional schoolwide		0
6. <u>Other</u>		
Added compensation for UL (total)	0	
Regularly scheduled substitutes	0	
Interns, if paid	0	0

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

2 9 5

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ UN		3	4
Staff teachers					\$ 80		3	4
Aides					\$ UN		3	4
Workshops, Inservice					\$ UN		3	4
Membership Fees					\$ 500		3	4
Total					\$ 580		3	4
2. Remodeling					\$ UN		3	4
3. Instructional mats. in units (all units)					\$ UN		3	4
4. Instructional mats. schoolwide					\$ UN		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0							
Aides	\$ 3,888				\$ 3,888		3	4
Clerical	\$ 0							
Other	\$ 0							
1-5 Grand Total					\$ 4,468		3	4

2 9 5

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$ 212,000
2. <u>Training</u>	
Workshops, conferences, network/league	\$ --
Inservice training	--
Inservice training for New Teachers . .	--
Membership Fees	--
3. Remodeling & maintenance of previous IGE remodeling	--
4. Instructional in units (total across all units)	3,680
5. Instructional schoolwide	1,110
6. <u>Other</u>	
Added compensation for UL (total) . . .	0
Regularly scheduled substitutes	0
Interns, if paid	0
1-6 Grand Total	\$ 216,790

COST FACTOR FINDINGS

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

2 | 9 | 6

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$	DK	3	4
Staff teachers					\$	DK	3	4
Aides					\$	DK	3	4
Workshops, Inservice					\$	500	3	4
Membership Fees					\$	0	3	4
				Total	\$	500	3	4
2. Remodeling					\$	0	3	4
3. Instructional mats. in units (all units)					\$	DK	3	4
4. Instructional mats. schoolwide					\$	DK	3	4
5. <u>Staff Additions</u>								
	Teachers	\$	0	}	\$	0	3	4
	Aides	\$	0					
	Clerical	\$	0					
	Other	\$	0					
1-5 Grand Total					\$	500	3	4

2 | 9 | 6

- | | | | |
|--|----|-----|-----|
| 1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below. | \$ | DK | |
| 2. <u>Training</u> | | | |
| Workshops, conferences, network/league | \$ | DK | |
| Inservice training | | DK | |
| Inservice training for New Teachers . . | | DK | |
| Membership Fees | | DK | DK |
| 3. Remodeling & maintenance of previous IGE remodeling | | | DK |
| 4. Instructional in units (total across all units) | | | DK |
| 5. Instructional schoolwide | | | DK |
| 6. <u>Other</u> | | | |
| Added compensation for UL (total) . . . | | 200 | |
| Regularly scheduled substitutes | | DK | |
| Interns, if paid | | DK | 200 |

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

3 8 0

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 400		3	4
Staff teachers					\$ UN		3	4
Aides					\$ UN		3	4
Workshops, Inservice					\$ UN		3	4
Membership Fees					\$ 500		3	4
				Total	\$ 900		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ 175		3	4
4. Instructional mats. schoolwide					\$ UN		3	4
5. <u>Staff Additions</u>								
	Teachers	\$ 0						
	Aides	\$ 3,600						
	Clerical	\$ 0						
	Other	\$ 0						
					\$ 3,600		3	4
	1-5 Grand Total				\$ 4,675		3	4

3 8 0

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	230,000
2. <u>Training</u>		
Workshops, conferences, network/league	\$ 500	
Inservice training	--	
Inservice training for New Teachers . .	--	
Membership Fees	--	500
3. Remodeling & maintenance of previous IGE remodeling		0
4. Instructional in units (total across all units)		500
5. Instructional schoolwide		UN
6. <u>Other</u>		
Added compensation for UL (total) . . .	500	
Regularly scheduled substitutes	325	
Interns, if paid	0	825

184
199

1-6 Grand Total \$ 231,825

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

3 9 4

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 400		3	4
Staff teachers					\$ DK		3	4
Aides					\$ UN		3	4
Workshops, Inservice					\$ 150		3	4
Membership Fees					\$ UN		3	4
Total					\$ 550		3	4
2. Remodeling					21,000		3	4
3. Instructional mats. in units (all units)					\$ 0		3	4
4. Instructional mats. schoolwide					\$ 0		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0							
Aides	\$ 10,800							
Clerical	\$ 0							
Other	\$ 0							
					10,800		3	4
1-5 Grand Total					\$ 32,350		3	4

3 9 4

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	823,248
2. <u>Training</u>		
Workshops, conferences, network/league	\$ DK	
Inservice training	DK	
Inservice training for New Teachers . .	DK	
Membership Fees	--	DK
3. Remodeling & maintenance of previous ICE remodeling		4,352
4. Instructional in units (total across all units)		0
5. Instructional schoolwide		25,970
6. <u>Other</u>		
Added compensation for UL (total) . . .	313	
Regularly scheduled substitutes	--	
Interns, if paid	--	313
1-6 Grand Total		\$ 853,883

185 200

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

3 2 7

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 600		3	4
Staff teachers					\$ 0		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 60		3	4
Membership Fees					\$ 0		3	4
Total					\$ 660		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ 250		3	4
4. Instructional mats. schoolwide					\$ 0		3	4
5. Staff Additions								
Teachers	\$ 0							
Aides	\$ 800							
Clerical	\$ 0							
Other	\$ 0							
					\$ 800		3	4
1-5 Grand Total					\$ 1,710		3	4

3 2 7

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$ 456,514
2. Training	
Workshops, conferences, network/league	\$ 1,832
Inservice training	6,955
Inservice training for New Teachers	0
Membership Fees	0
3. Remodeling & maintenance of previous IGE remodeling	0
4. Instructional in units (total across all units)	800
5. Instructional schoolwide	1,676,670 *
6. Other	
Added compensation for UL (total)	400
Regularly scheduled substitutes	0
Interns, if paid	0

* For total K-12 system; could not distinguish among the 3 schools involved.

186201

1-6 Grand Total \$ 2,143,171

COST FACTOR Findings

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

4 5 1

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN	
P-UL, Clinical, Etc.					\$	DK	3	4	
Staff teachers					\$	150	3	4	
Aides					\$	DK	3	4	
Workshops, Inservice					\$	150	3	4	
Membership Fees					\$	0	3	4	
Total					\$	300	3	4	
2. Remodeling									
					\$	0	3	4	
3. Instructional mats. in units (all units)									
					\$	130	3	4	
4. Instructional mats. schoolwide									
					\$	1,640	3	4	
5. <u>Staff Additions</u>									
Teachers					\$	900			
Aides					\$	9,450			
Clerical					\$	0			
Other					\$	0			
					}	\$	10,350	3	4
1-5 Grand Total					\$	12,420	3	4	

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$		152,611
2. <u>Training</u>			
Workshops, conferences, network/league	\$	DK	
Inservice training		DK	
Inservice training for New Teachers . .		DK	
Membership Fees		DK	DK
3. Remodeling & maintenance of previous IQE remodeling			DK
4. Instructional in units (total across all units)			DK
5. Instructional schoolwide			DK
6. <u>Other</u>			
Added compensation for UL (total) . . .		900	
Regularly scheduled substitutes		55	
Interns, if paid		7,200	8,155

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

4 6 0

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 245		3	4
Staff teachers					\$ 571		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 1,050		3	4
Membership Fees					\$ 0		3	4
Total					\$ 1,866		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ 0		3	4
4. Instructional mats. schoolwide					\$ 0		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0				\$ 0		3	4
Aides	\$ 0							
Clerical	\$ 0							
Other	\$ 0							
1-5 Grand Total					\$ 1,866		3	4

4 6 0

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$ 235,361
2. <u>Training</u>	
Workshops, conferences, network/league	\$ 200
Inservice training	350
Inservice training for New Teachers . .	0
Membership Fees	0
3. Remodeling & maintenance of previous ICE remodeling	0
4. Instructional in units (total across all units)	0
5. Instructional schoolwide	0
6. <u>Other</u>	
Added compensation for UL (total) . . .	1,800
Regularly scheduled substitutes	390
Interns, if paid	0
	2,190

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

4 8 6

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ DK		3	4
Staff teachers					\$ DK		3	4
Aides					\$ DK		3	4
Workshops, Inservice					\$ DK		3	4
Membership Fees					\$ 30		3	4
				Total	\$ 30		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ DK		3	4
4. Instructional mats. schoolwide					\$ DK		3	4
5. <u>Staff Additions</u>								
	Teachers	\$ 0						
	Aides	\$ 7,500						
	Clerical	\$ 0						
	Other	\$ 0						
					\$ 7,500		3	4
1-5 Grand Total					\$ 7,530		3	4

4 8 6

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	--
2. <u>Training</u>		
Workshops, conferences, network/league	\$ 200	
Inservice training	DK	
Inservice training for New Teachers . .	DK	
Membership Fees	30	230
3. Remodeling & maintenance of previous ICE remodeling		DK
4. Instructional in units (total across all units)		0
5. Instructional schoolwide		12,377
6. <u>Other</u>		
Added compensation for UL (total) . . .	DK	
Regularly scheduled substitutes	DK	
Interns, if paid	0	--

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

5	2	0
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1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL. Clinical, Etc.					\$ DK		3	4
Staff teachers					\$ 300		3	4
Aides					\$ DK		3	4
Workshops, Inservice					\$ UN		3	4
Membership Fees					\$ 600		3	4
				Total	\$ 900		3	4
2. Remodeling					\$ DK		3	4
3. Instructional mats. in units (all units)					\$ DK		3	4
4. Instructional mats. schoolwide					\$ DK		3	4
5. <u>Staff Additions</u>								
	Teachers	\$ 0						
	Aides	\$ 4,000						
	Clerical	\$ 4,000						
	Other	\$ 0						
					\$ 8,000		3	4
1-5 Grand Total					\$ 8,900		3	4

5	2	0
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- | | | |
|--|----|----------------|
| 1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below. | \$ | <u>102,500</u> |
| 2. <u>Training</u> | | |
| Workshops, conferences, network/league | \$ | <u>0</u> |
| Inservice training | | <u>600</u> |
| Inservice training for New Teachers . . | | <u>0</u> |
| Membership Fees | | <u>600</u> |
| | | <u>1,200</u> |
| 3. Remodeling & maintenance of previous IGE remodeling | | <u>--</u> |
| 4. Instructional in units (total across all units) | | <u>--</u> |
| 5. Instructional schoolwide | | <u>6,000</u> |
| 6. <u>Other</u> | | |
| Added compensation for UL (total) . . . | | <u>250</u> |
| Regularly scheduled substitutes | | <u>DK</u> |
| Interns, if paid | | <u>0</u> |
| | | <u>250</u> |

19205

1-6 Grand Total \$ 109,950

COST FACTOR Findings

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

5 6 8

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ DK		3	4
Staff teachers					\$ DK		3	4
Aides					\$ NA		3	4
Workshops, Inservice					\$ DK		3	4
Membership Fees					\$ DK		3	4
Total					\$ DK		3	4
2. Remodeling					\$ 100		3	4
3. Instructional mats. in units (all units)					\$ 0		3	4
4. Instructional mats. schoolwide					\$ 0		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0				} \$ DK		3	4
Aides	\$ 0							
Clerical	\$ 0							
Other	\$ 0							
1-5 Grand Total					\$ 100		3	4

5 6 8

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	250,508
2. <u>Training</u>		
Workshops, conferences, network/league	\$ --	
Inservice training	--	
Inservice training for New Teachers . .	--	
Membership Fees	--	1,000
3. Remodeling & maintenance of previous IGE remodeling		0
4. Instructional in units (total across all units)		10,350
5. Instructional schoolwide		9,650
6. <u>Other</u>		
Added compensation for UL (total) . . .	0	
Regularly scheduled substitutes	0	
Interns, if paid	0	

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

5 7 1

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 200		3	4
Staff teachers					\$ 0		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 2,000		3	4
Membership Fees					\$ 400		3	4
				Total	\$ 2,600		3	4
2. Remodeling					\$ 8,000		3	4
3. Instructional mats. in units (all units)					\$ 10,000		3	4
4. Instructional mats. schoolwide					\$ 0		3	4
5. <u>Staff Additions</u>								
	Teachers \$	0						
	Aides \$	12,960						
	Clerical \$	0						
	Other \$	0						
					\$ 12,960		3	4
				1-5 Grand Total	\$ 33,560		3	4

5 7 1

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	270,207
2. <u>Training</u>		
Workshops, conferences, network/league	\$	DK
Inservice training		DK
Inservice training for New Teachers . .		900
Membership Fees		DK
		900
3. Remodeling & maintenance of previous ICE remodeling		30,000
4. Instructional in units (total across all units)		-
5. Instructional schoolwide		39,668
6. <u>Other</u>		
Added compensation for UL (total) . . .		0
Regularly scheduled substitutes		0
Interns, if paid		0
192 207 1-6 Grand Total	\$	340,775

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

5 8 1

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ UN		3	4
Staff teachers					\$ UN		3	4
Aides					\$ UN		3	4
Workshops, Inservice					\$ UN		3	4
Membership Fees					\$ UN		3	4
				Total	\$ UN		3	4
2. Remodeling					\$ UN		3	4
3. Instructional mats. in units (all units)					\$ UN		3	4
4. Instructional mats. schoolwide					\$ UN		3	4
5. <u>Staff Additions</u>								
	Teachers	\$ UN						
	Aides	\$ UN						
	Clerical	\$ UN						
	Other	\$ UN						
					\$ UN		3	4
1-5 Grand Total					\$ UN		3	4

5 8 1

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	UN
2. <u>Training</u>		
Workshops, conferences, network/league	\$ UN	
Inservice training	UN	
Inservice training for New Teachers . .	UN	
Membership Fees	UN	UN
3. Remodeling & maintenance of previous IGE remodeling		UN
4. Instructional in units (total across all units)		UN
5. Instructional schoolwide		UN
6. <u>Other</u>		
Added compensation for UL (total) . . .	UN	
Regularly scheduled substitutes	UN	
Interns, if paid	UN	UN
193 208 1-6 Grand Total	\$	UN

COST FACTOR Findings

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

6 2 4

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 0		3	4
Staff teachers					\$ 0		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 500		3	4
Membership Fees					\$ 0		3	4
Total					\$ 500		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ 200		3	4
4. Instructional mats. schoolwide					\$ DK		3	4

5. Staff Additions

Teachers	\$	DK	}		\$	DK	3	4
Aides	\$	DK						
Clerical	\$	DK						
Other	\$	DK						

1-5 Grand Total \$ 700 3 4

6 2 4

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	244,031
2. <u>Training</u>		
Workshops, conferences, network/league	\$	0
Inservice training		0
Inservice training for New Teachers . .		0
Membership Fees		0
3. Remodeling & maintenance of previous IGE remodeling		0
4. Instructional in units (total across all units)		4,500
5. Instructional schoolwide		2,700
6. <u>Other</u>		
Added compensation for UL (total) . . .		0
Regularly scheduled substitutes		0
Interns, if paid		0

194 209 1-6 Grand Total \$ 251,231

COST FACTOR Findings

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

6 3 9

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$	DK	3	4
Staff teachers					\$	DK	3	4
Aides					\$	DK	3	4
Workshops, Inservice					\$	DK	3	4
Membership Fees					\$	0	3	4
Total					\$	DK	3	4
2. Remodeling					\$	0	3	4
3. Instructional mats. in units (all units)					\$	DK	3	4
4. Instructional mats. schoolwide					\$	DK	3	4
5. <u>Staff Additions</u>								
Teachers	\$	0						
Aides	\$	0						
Clerical	\$	0						
Other	\$	0						
					\$	0	3	4
1-5 Grand Total					\$	DK	3	4

6 3 9

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	206,637
2. <u>Training</u>		
Workshops, conferences, network/league	\$	1,000
Inservice training		0
Inservice training for New Teachers	--	
Membership Fees	--	1,000
3. Remodeling & maintenance of previous IGE remodeling		0
4. Instructional in units (total across all units)		DK
5. Instructional schoolwide		DK
6. <u>Other</u>		
Added compensation for UL (total)		3,300
Regularly scheduled substitutes		212
Interns, if paid		0
		3,512

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

6 9 4

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL. Clinical, Etc.					\$ UN		3	4
Staff teachers					\$ UN		3	4
Aides					\$ UN		3	4
Workshops, Inservice					\$ UN		3	4
Membership Fees					\$ UN		3	4
Total					\$ UN		3	4
2. Remodeling					\$ UN		3	4
3. Instructional mats. in units (all units)					\$ UN		3	4
4. Instructional mats. schoolwide					\$ UN		3	4
5. <u>Staff Additions</u>								
Teachers	\$	UN						
Aides	\$	UN						
Clerical	\$	UN						
Other	\$	UN						
					\$ UN		3	4
1-5 Grand Total					\$ UN		3	4

6 9 4

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	UN
2. <u>Training</u>		
Workshops, conferences, network/league	\$	UN
Inservice training		UN
Inservice training for New Teachers		UN
Membership Fees		UN
3. Remodeling & maintenance of previous ICE remodeling		UN
4. Instructional in units (total across all units)		UN
5. Instructional schoolwide		UN
6. <u>Other</u>		
Added compensation for UL (total)		UN
Regularly scheduled substitutes		UN
Interns, if paid		UN
1-6 Grand Total		\$ UN

COST FACTOR Findings

Top: IGE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

7 1 1

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$ 300		3	4
Staff teachers					\$ 472		3	4
Aides					\$ 0		3	4
Workshops, Inservice					\$ 150		3	4
Membership Fees					\$ 100		3	4
Total					\$ 1,022		3	4
2. Remodeling					\$ 2,500		3	4
3. Instructional mats. in units (all units)					\$ 0		3	4
4. Instructional mats. schoolwide					\$ 3,400		3	4
5. <u>Staff Additions</u>								
Teachers	\$ 0							
Aides	\$ 0							
Clerical	\$ 0							
Other	\$ 0							
					\$ 0		3	4
1-5 Grand Total					\$ 6,922		3	4

7 1 1

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	442,188
2. <u>Training</u>		
Workshops, conferences, network/league	\$ --	
Inservice training	--	
Inservice training for New Teachers . .	--	
Membership Fees	--	3,320
3. Remodeling & maintenance of previous IGE remodeling		0
4. Instructional in units (total across all units)		--
5. Instructional schoolwide		21,336
6. <u>Other</u>		
Added compensation for UL (total) . . .	2,675	
Regularly scheduled substitutes	6,500	
Interns, if paid	0	9,175
1-6 Grand Total		\$ 482,019

COST FACTOR Findings

Top: ICE Costs in Installation Period (two years) from Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

7 1 5

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL. Clinical, Etc.					\$ DK		3	4
Staff teachers					\$ DK		3	4
Aides					\$ DK		3	4
Workshops, Inservice					\$ DK		3	4
Membership Fees					\$ 50		3	4
Total					\$ 50		3	4
2. Remodeling					\$ 0		3	4
3. Instructional mats. in units (all units)					\$ DK		3	4
4. Instructional mats. schoolwide					\$ DK		3	4
5. <u>Staff Additions</u>								
	Teachers	\$ 0						
	Aides	\$ 9,750						
	Clerical	\$ 0						
	Other	\$ 0						
					\$ 9,750		3	4
1-5 Grand total					\$ 9,800		3	4

7 1 5

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$ 211,400
2. <u>Training</u>	
Workshops, conferences, network/league	\$ 1,000
Inservice training	500
Inservice training for New Teachers	200
Membership Fees	100
	1,800
3. Remodeling & maintenance of previous IGE remodeling	0
4. Instructional in units (total across all units)	--
5. Instructional schoolwide	10,500
6. <u>Other</u>	
Adjusted compensation for UL (total)	C
Regularly scheduled substitutes	150
Interns, if paid	0
	150

COST FACTOR Findings

Top: IGE Costs In Installation Period (two years) From Page Q-8.

Bottom: Total Instructional Program Cost (1976-77) from Page Q-9.

7 4 4

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	NA	UN
P-UL, Clinical, Etc.					\$ 0	3	4
Staff teachers					\$ 7,662	3	4
Aides					\$ 5,700	3	4
Workshops, Inservice					\$ 500	3	4
Membership Fees					\$ 300	3	4
Total					\$ 14,162	3	4
2. Remodeling					\$ 0	3	4
3. Instructional mats. in units (all units)					\$ 0	3	4
4. Instructional mats. schoolwide					\$ 14,300	3	4
5. <u>Staff Additions</u>							
	Teachers	\$ 0					
	Aides	\$ 34,500					
	Clerical	\$ 3,000					
	Other	\$ 38,825					
	}				\$ 76,125	3	4

* Appears to include some budget for "general" comp ed activity.

1-5 Grand Total \$ 104,587 3 4 *

7 4 4

1. Total of base instructional salaries, including principals, teachers, aides, specialists, librarians, parttime personnel etc. Excludes section 6 below.	\$	UN
2. <u>Training</u>		
Workshops, conferences, network/league	\$ UN	
Inservice training	UN	
Inservice training for New Teachers . .	UN	
Membership Fees	UN	UN
3. Remodeling & maintenance of previous IGE remodeling		UN
4. Instructional in units (total across all units)		UN
5. Instructional schoolwide		UN
6. <u>Other</u>		
Added compensation for UL (total) . . .	UN	
Regularly scheduled substitutes	UN	
Interns, if paid	UN	UN

APPENDIX D

Project Summary Used in Field Work

Wisconsin Research and Development Center
IGE Evaluation Plan

Phase II



IGE



This document describes the Phase II evaluation activity and also indicates relationships between Phase I and Phase II. As a project summary, it is intended to answer a variety of questions which state and local personnel may have about the overall evaluation plan. While the entire evaluation activity is being undertaken by the University of Wisconsin R & D Center in conjunction with the National Institute of Education, Phase II has been subcontracted to Research Triangle Institute (RTI) which will carry out the field work in spring 1978. RTI is a not-for-profit multifaceted research organization founded in 1957 and based in North Carolina.

As you know, Phase I participation was solicited in the spring of 1977. Close to 200 elementary schools around the nation responded to the Center's invitation to be a part of an important evaluation activity which would relate certain IGE implementation/maintenance factors to certain outcomes (principally achievement and affective measures) for grade 2 children in one unit and grade 5 children in another. In October 1977, these students were tested and the school staff completed a series of questionnaires dealing with IIC/PIC and unit/learning community functions, school implementation status regarding the seven IGE components, instructional practices, and other topics. It is expected that analyses for Phase I data will be completed this winter so that feedback can be provided by the R & D Center to participating schools.

Phase II--What is It?

As summarized in the overview distributed by the Center last spring, Phase II has been set up to validate and clarify the earlier self-report data, to gather additional information via observation and informal interviews, and to examine cost data toward a later study of cost effectiveness.

A subsample of 30-35 schools has been selected from all those in Phase I. These schools (in 16 states from coast to coast) were selected on a number of criteria, including school size, implementation status, location, likely relationship to various "originating agencies," and approximate date of IGE initiation.

Phase II constitutes a single activity for the schools in this subsample: a two-day visit by a team from RTI in the spring of 1978. It represents a direct follow-on to some Phase I components, in that overall school responses to certain questionnaire items will be explored, the testing program last fall is to be discussed, the school's implementation history will be documented, and the instructional practices in the two units will be considered. As a follow-on, Phase II seeks to verify and clarify some questionnaire information reported in Phase I. For example, where the staff as a whole had quite diverse judgements about implementation status of certain IGE components or activities, it will be useful to explore this "disagreement" in general terms in order to understand its basis and to determine whether differential definitions had been used.

In other words, a main purpose of Phase II is to clarify the meaning of some of the Phase I data, via discussions and observations in a small number of schools. It is important to note, however, that individual Phase I questionnaire responses are not known and no attempt will be made to explore any individual's response or personal judgement. Rather, Phase II is concerned with identifying any broad topics where school staffs may have given disparate ratings and noting possible reasons for those differences. Similarly, the Phase II visit will not be an "evaluation" or a monitoring of the school by RTI, by the Wisconsin R & D Center, or by any state or local agency--instead, it will be an extension of Phase I research which is of course concerned with IGE practices and outcomes across a large number of schools as a group.

The second major purpose is to obtain additional information concerning a number of topics by means of interviews with groups and individuals. These topics include: school implementation history, the match between the CTBS and the objectives/ instruction in the two units, home-school-community activities, network and league relationships, inservice training, instructional practices, and cost factors associated with IGE. For some topics this will represent an extension of information provided in Phase I; for other topics it will involve the derivation of new information at the school level.

What is Involved?

During the two-day visit, RTI personnel will have several responsibilities which break out into four main activities: interviews, observation, attendance at meetings, and study of relevant materials. It is expected that there will be two RTI visitors in each visit team.

Interviews are projected with the school principal, the IMC or LC director, the IIC/PIC as a group, staff members from the school in general, and the teaching staffs of the two units in which Phase I children were tested. (The exact schedule at each school will be worked out between the principal/IIC and the RTI team leader by phone before the visit itself). More time will be requested of the staffs of the two particular units than teachers in other units or learning communities of the school, possibly up to two hours in all in order to cover a variety of topics in those two units relative to instruction. It is anticipated that an initial conference with the school principal will be scheduled for up to two hours, with additional time for interviewing during the remainder of the visit.

Observation is to cover instructional activities in the school as a whole, instructional activities in the two particular units, operations of the IMC or any other instructional departments, and any special features that are unique to the school.

The RTI team would like to attend stated meetings of the IIC/PIC and of the two particular unit teams in their planning sessions. As already discussed by phone, in many cases it will be possible to adjust meeting times to fit the visit dates, but in any event we will try to arrange the visit so as to coincide with the scheduled meeting times of these groups. As noted above, a total of up to two hours may be needed for discussion with each team (separately), some of which might occur as part of the team planning session with the remainder scheduled in some other way. Similarly, given the variety of topics to be covered, it is hoped that a total of up to two hours will also be available for group discussion with the IIC/PIC as a group.

It is anticipated that relevant materials would include the IIC/PIC minutes (especially with regard to implementation history, staff training, cost factors in the first two years and more recently, network participation), unit minutes and student records (with respect to the instructional program and progress reporting), curriculum outlines and objectives, and possibly such other items as newsletters, inservice outlines, league/network bulletins, letters to parents, or reports to various agencies. It is hoped that copies of some such materials may be obtained.

Other Information

The overall Phase II schedule, from planning and preparation to submission of reports to the Wisconsin R & D Center is as follows:

1. Planning and preparation (December 1977, January and February 1978)
2. Data collection (school visits in March, April, May 1978)
3. Analysis and entabulation of data (June, July, August 1978)
4. Interpretation and reporting (September, October, November 1978)

A team of ten professionals at RTI will be involved in the field visits, working in pairs across the data-collection period. Some of these persons have had extensive personal experience with IGE over the years, while others are newer to it. Staff members have read widely in the IGE literature (relating to the implementation plans of both the R & D Center and IDEA as well as to description and research), have visited an IGE school for background and information, have met to discuss project purposes and procedures in detail, and have undergone training for the field work itself. All of these ten persons have had training/ experience in social science broadly and the majority have taught at one or another level in the schools. Additionally, they have worked together on a number of projects at RTI (and elsewhere) and will be teamed so as to take best advantage of their backgrounds.

The cognizant project staff at the Wisconsin R & D Center are:

Dr. Thomas Romberg, IGE Evaluation Director
Ms. Deborah Stewart, Phase II Coordinator

At Research Triangle Institute, the staff for Phase II operations are:

Ms. Anne Borders-Patterson	Dr. Roderick Ironside
Mr. Arthur French	Dr. John Riccobono
Mr. Larry Conaway	Dr. Yonina Rosenthal
Dr. Edward Fuentes	Dr. Charles Thomas
Ms. Emma Louise Jeffress	Ms. Lucia Ward

February 1978

Roderick A. Ironside
RTI Phase II Project Director

APPENDIX E

Phase II Team Visit Report Form

A single topical outline will be used for organizing the site-visit reports for all schools in the Phase II sample. The outline also serves as a guide to the conduct of the study in that it organizes the content to be approached principally through interviews but also by means of observation, attendance at meetings, and review of relevant school materials and documents. It is anticipated that various personnel at each school will respond to most major topics included in this outline, although individuals may discuss these subjects differentially depending upon their roles and responsibilities, their direct involvement in Phase I, and their longevity in the school's IGE patterns.

The outline below covers all content to be treated in the visit, whether verification, extension, or gathering new information is the purpose. There are two major breakdowns in the outline:

- A. Content related to the school as a whole (again, including materials in all three categories named above) to be obtained primarily through interviews with the P and the IIC/PIC. Other modes of inquiry also apply.
- B. Content related to the two units in which Phase I students were tested (including any material in all three categories) to be obtained primarily through separate group interviews with the two unit staffs. Other modes also.

School-specific data to be verified and/or clarified (separate for each school) are included in sections VII, VIII, and XIII. These relate to IIC Q responses, averaged total school ratings re implementation status, and Unit Q responses.

* * * * *

A. SCHOOLWIDE CONTENT AND TOPICS

New Information and Extended Information

- I School Implementation History (includes Role of Originating Agency; Network; Home-School Relations at outset)
- II Cost Factors
- III Inservice Training (Includes Originating Agency; Network; New Staff)
- IV Home-School-Community Relations Implementation
- V Unanticipated Outcomes

Verification-Clarification

- VI Verification Q, Staff Info Sheet, and Local Demography (IIC Q)
- VII IIC Structure and Function Q (General; School-Specific)
- VIII Implementation Survey Q (General; School-Specific)
- IX Assumptions re Good Schooling and re Learning (Staff Q)

B. UNIT CONTENT AND TOPICS

New Information and Extended Information

- X CTBS and Local curriculum Match
- XI Student Curriculum Activities and Progress
- XII Conditions of Phase I Testing

Verification-Clarification

- XIII Unit Q (General, School-Specific)
- XIV Unit Practices

I. SCHOOL IMPLEMENTATION HISTORY (District and Diocese are coequal terms)

Discuss history as near to beginning of visit as possible, in particular before cost factors. Knowledge of particular events in the implementation history (training activities, addition of staff, etc.,) will then be useful as background for exploring cost factors especially those in the "installation period" of the first two years. One emphasis throughout this topic is on the role of the developmental agencies and staff perception of the continuing input/impact of these agencies.

Implementation history may be obtained through interviews and study of materials. The latter may include: agreements between school and district or between district and some larger agency or SEA; IIC/PIC minutes back to the initial year; school or district reports to SEA or other sponsoring agency; records of other sorts; school/community publicity.

Consult previous training documents for background in Center and IDEA purposes, concepts, terminology, expectations, training practices, and other strategies.

A. Initial Activities

1. Source of Initial School knowledge and awareness of IGE
2. Reasons that school itself "went IGE"
 - School-related reasons
 - District-related reasons
 - Other
3. Original commitment
 - Means and sequence by which accomplished; month-year
 - Agencies involved (local and other)
 - Personnel involved at local level
 - Chronological relationship of commitment to initial step (5 below)
4. Implementation plans
 - Sequence of components; timeline planned for initially
 - Other Content
 - Format
 - Personnel involved
 - Resources employed
 - Study and revision of plans
5. Initial implementation step (decision, function, activity, event)
 - Relation to which IGE component
 - Date (month-year)
6. Role of originating (developmental) agencies in initiation of IGE at school
 - Agencies
 - Nature of agency input and/or assistance
 - Source(s) of IGE concepts
7. Home-School-Community communications in initial period
 - Activities to inform re IGE patterns

I. HISTORY

B. Training of School Staff in First Year

1. Initial training provided to part of staff or whole staff
Titles of training events, sponsorship, location
School personnel involved
Sequence, length
Time relation to school opening
Time relation to commitment and first implementation step
Resources employed
Content
Relation to 7 components
Separate school training or with other school staffs
IIC/PIC and Unit/LC meetings in initial training
2. Continued and subsequent training in first year
Frequency and Total Time
Relation to "inservice training"
Content or focus
Sponsorship
Locations
3. Role of originating (developmental) agencies in initial training
Agencies
Nature of input (direct, indirect)
Materials
Personnel involved
Assistance to individual school or to schools grouped in some fashion

C. Implementation of Seven ICE Components over Total Period

1. Order of component implementation, and years
2. Components not yet implemented (in view of school staff)
3. School priorities and policy (and rationale)
Which components
Sequence
Present and future plans
4. School emphasis over time on organization vs instructional programing
MUSE(multiunit organization)
IPM or LC or LP (instructional programing) (learning cycle or program)
5. Use of guides in implementing components
Schedules
Performance Objectives
Implementation Guide
Training Manual
6. Turning points in implementation sequence

I. HISTORY

D. General Topics Related to Originating Agencies and Networks

1. Perceived Role of Originating Agencies (R & D, IDEA, SEA, TEI)
 - Origination and development of IGE patterns, concepts, strategies
 - Setting up Leagues, State Networks, Pacts, HUBs, etc.
 - Setting up AIGE
 - Financial assistance
 - Identification of resources to employ in refining school IGE practices
 - Setting up training chain (including training of trainers)
 - Conducting and disseminating research
 - Interacting with LEA, teacher-ed institutions, intermediate agencies

2. Value placed on agencies (R & D, IDEA, SEA, TEI)
 - Relative value placed on agencies as IGE disseminators and implementers
 - Relative value of agencies as continuing sources of technical assistance
 - Relative value of agencies as continuing sources of instructional materials
 - Relative value of agencies as continuing sources of training materials
 - Relative value of agencies as promoters and "pushers" of IGE concepts, practices

3. Nature of relationship of school to originating agencies
 - Continuing awareness of agencies as available resources
 - Continuing use of agency resources (direct and indirect)
 - Sense of "distance" between school and originating agencies
 - Communication
 - No further need of communication
 - Intermediary groups take on this communication function

4. State Network in re IGE Implementation & Maintenance
 - Awareness of; what agencies in the network
 - Value of; importance to IGE continuation & permanence at school
 - Communication with coordinator, SEA, SICC
 - Network as "substitute" for Center, Sears program, IDEA
 - Benefits of network--aid in refinement and renewal

II. IGE COST FACTORS

Interviews and study of relevant documents constitute the means for obtaining cost data. Principals will already have been advised of the broad topics (but will not be asked in advance to provide any specific data). Because of the long time span to be covered and the variable nature of school records, it is anticipated that in some cases we may be able to discuss only estimates of costs; and, while we are to explore "program operation" costs for the 1976-77 school year, it may be necessary instead to deal with budgeted amounts for the 1977-78 school year.

Note that section A deals with the installation period (first two years) but that sections B and C relate to the single year 1976-77. Section D outlines topics to be noted more in general, including perceptions and viewpoints.

1. Isolation of IGE-related "costs" within total school program
(money, time, attitude, benefits)
2. Distinction between costs of installation period and later period of program operation (e.g., first 2 years vs most recent 1 or 2 years)

Contrast in actual costs

Contrast in activities related to such costs

A. Installation Period (first 2 years of IGE implementation) Related to IGE

1. Training (time, materials, travel, consultants)
P-UL, CLue-in, Clinical, or other training for all or part of school staff
Staff teacher, aides
Membership in any larger group (league, Network)--fees
Workshops, conferences, special events, etc., locally or elsewhere
Inservice (other than that regularly allotted at that time)
2. Remodeling (walls, carpets, doorways, dividers, storage, additions, etc.)
3. Instructional materials/supplies for direct use in the units
Special curricula and recordkeeping formats
Texts
Equipment
4. Instructional materials/supplies for schoolwide use (IMC, library)
Resources, A-V, texts, reference
Tests
5. Staff (added to cover IGE organization and instruction)
Teachers
Aides (part or full time, paid) (instructional or clerical)
Clerical, Secretarial
Other
6. Sources of funds
School budget
District "special" provisions for IGE
Federal or state program monies
Research or demonstration projects
(Shared costs with other IGE school allocations (local or not))

II. COST FACTORS

B. Operation of Plant (1976-77 school year) in general Related to IGE

1. Utilities
2. Repairs to plant
3. Repairs to instructional equipment
(desks, instruments, A-V, science lab, etc.)
4. Capital outlay for replacement of instructional equipment

C. Program Operation related to Instruction (1976-77 school year)

1. Salaries (P, UL, teachers, aides, specialists, librarians, etc.)
2. Training (time, materials, travel, consultants, membership)
Workshops for all or part of staff, conferences, network, league
Inservice training (other than that regularly allotted during year)
Inservice training (special) for teachers new to IGE
3. Remodeling (walls, carpets, doorways, dividers, storage, additions, etc.)
Maintenance of previous remodeling done for IGE
4. Instructional materials/supplies for direct use in the units
Special curricula and recordkeeping formats
Texts
Equipment (purchase new and repair old)
5. Instructional materials/supplies for schoolwide use (IMC, library)
Resources, A-V, texts, reference
Tests
6. Other
Added compensation for UL (total)
Regularly scheduled substitutes to accomodate IGE
Interns, if paid

II. COST FACTORS

D. Other General Topics

1. Perception of what IGE "costs" the school and/or the district to maintain
IGE vs non-IGE schools within the district (similarities and differences)

Special curricula, materials, etc.
Staff training
Membership and participation in Network, HUB, League, Pact, etc.
Staff commitment, motivation
Actual vs assumed costs; attitude re too much cost; worthwhileness
2. Perception of what IGE "saves" the school and/or district
Attendance (teacher, student)
Vandalism, theft
Volunteerism
Staff Turnover
Student promotions
Actual vs assumed savings
3. Sources of support to cover IGE needs (1976-77)
In-kind (volunteers, interns, student-teacher--hours) (1976-77)
Extent of shared cost with other schools
Sources of financial support

Variation over time in such sources of support
4. Existence of district guidelines or policies for school allocations
School discretionary funds (possible restrictions for use)
Instructional supplies/materials, texts, tests, for class use
IMC and library materials/supplies
Allocations specifically for IGE-related needs
District cutbacks in allotments, affecting IGE survival
Aides (number, placement, assignment, salary)
Annual per-pupil allocation for instruction
(How IGE and non-IGE schools fit into such allocation)

III INSERVICE TRAINING (STAFF DEVELOPMENT)

Section I-B already dealt with inservice and other staff training in the installation period (before actual commitment, after commitment and point of implementation, and during roughly the first year). This section is concerned with current typical training for the school staff, focusing on the 1977-78 year as prototype and including summer 1977. It may be possible to contrast earlier and current "annual training" in this way (e.g., 1972-73 or 1974-75 with 1977-78).

However, be prepared to learn that the 1977-78 training cycle is not typical, that it may differ markedly from what went before in 1976-77 and earlier and what is planned for 1978-79. Where either situation prevails, provide descriptive detail in the narrative report section.

Note that opportunities for training are to be discussed as well as actual school-sponsored and completed training activities. Both the opportunities and actual activities will relate somewhat to network relationships and originating-agency involvement. A major concern is how these networks and agencies are perceived as resources, and how used.

A. IGE Training for New Staff (for teachers, P, UL, IMC directors, etc.)
(what school does, or would do if there were any turnover)

1. Priority nature of; part of component; emphasis on teachers; IGE commitment
2. Process employed
3. How long to complete

B. Annual Preschool Workshop (or Equivalent) Re IGE

1. Regularity, need for
2. Sponsorship
3. Agenda--Topics--Consultants--Format

C. Regular Yearly Inservice Related to IGE (School staff and/or Unit staff)

1. Resources used
 - Persons (agencies)
 - Materials
 - Courses
2. Proximity of resources
3. Time devoted to inservice
4. Topics for schoolwide inservice
 - Selection of topics
 - Key topics 1977-78
 - Proportion on instruction
5. Frequency of school wide inservice

D. Summer Opportunities and Activities

1. Workshops
2. Courses
3. Committees

E. Function of Networks, SEAs, Leagues, etc.

IV. HOME-SCHOOL-COMMUNITY RELATIONS

A. Parent-Citizen Participation

Membership in formally constituted groups
Involvement in school activities
Parent or community advisory group

B. Awareness and Attitude re ICE

Parents
Citizens other than parents

C. Informational Activities re School Operations & Plans

Media
Meetings, programs
Advisory group
Informal contact

D. Reporting to Parents

Formal written reports
Other written material
Conferences
Other type of contact

E. Staff Reactions

Identifiable date of implementation of this component
Relative importance of this component to ICE, to school program
Systematic or nonsystematic nature of structure of this component
Difference from practices in pre-ICE days or non-ICE schools
Any formal study or evaluation of component

V UNANTICIPATED OUTCOMES OF ADOPTION AND MAINTENANCE OF ICE PATTERNS

A. During initial period (installation period)--Positive and Negative

Staff
Students
School and Community

B. Since initial period up to 1977-78--Positive and Negative

Staff
Students
School and Community

VI VERIFICATION Q, STAFF INFO FORM, DEMOGRAPHY

A. School IGE Information (Verification Q)

Background

School Organization, Effects of Enrollment Changes, Totally IGE

Released Time

Relationships to other IGE schools, networks, TEI

Assessment and Evaluation

Curriculum Products

B. Staff Info (Staff in various categories)

School

Two Units

C. School Setting (Demography)

VII IIC QUESTIONNAIRE VERIFICATION/CLARIFICATION

A. School-Specific

1. Number of Staff in IIC; number responding
2. Time Allocations
3. Schoolwide Objectives

B. General to All Schools

1. IIC Meetings, Log
2. IIC Functions
3. Schoolwide Curriculum Objectives
 - Staff Involvement
 - How Adopted
4. Use of Schoolwide Objectives
5. Conditions of questionnaire completion

Eleven items are marked for verification/clarification. In some cases, team judgement is called for; in others, a team response based on some direct interview inquiry. For all 11 items, arrive at a team rating (0-4) based on all elements of the visit. Also, for school-specific items marked for attention, write brief explanation as to how/why there was discrepancy in responses last fall.

Variable on Printout	Q Item Number	Content Remarks
1	24	<u>Judgement</u> ; based on total visit. School staff were to rate all units <u>as a group</u> , but may have done for only 1-2 units.
2	32	<u>Judgement</u> ; based on total visit, attendance at IIC meeting, separate comments made by P and UL and others, and written materials (school objectives, IIC minutes, etc.)
3	68	(Item <u>assumes</u> all units behave the same way). <u>Interview</u> ; check on extent to which respondents went back to item 44 or back to the <u>intended</u> item 67 in responding...and would it have made a difference? Do you get feeling that the responses are valid, usable?
4	70	<u>Same situation as previous item. Interview.</u>
5	72	<u>Same situation as previous two items. Interview</u>
6	75	<u>Judgement</u> ; based on total input, clues from IIC and the units. Is this done at all? Do staff who rated 3 or 4 have same definitions in mind or same referents? Note that substance is "reporting progress and problems to the <u>community</u> " as opposed to item 76 (to parents).
7	85	<u>Interview</u> ; are such provided and made use of? Are there discrepant responses because of " <u>only</u> school <u>and</u> district personnel" or " <u>preceding the opening of school and during school year</u> "? Must all these conditions be met for staff to give a 3 or 4 rating last fall?
8	86	<u>Interview</u> ; external agencies could be colleges/universities; state network, region within state network, PACT, league, HUB, etc. Note also " <u>noncredit</u> " <u>and</u> " <u>credit</u> " provision here. Must both conditions be satisfied for 3-4 rating?
9	88	<u>Interview</u> ; again, a rating of "network" implementation calls for several components: SEA, intermediate, TEI, local districts, schools. Were all elements taken into account in the rating? <u>Judgement</u> ; based on what network components are reported, arrive at your team rating.
10	97	<u>Judgement</u> ; based on discussion of how problems are identified and solved <u>within the school</u> .
11	100	<u>Interview</u> ; first, is there "R and D" in the school? If so, are various external agencies involved? Did staff respond in terms of <u>any</u> agency or some <u>number</u> of them?

VIII IMPLEMENTATION SURVEY (Staff Q)

Items for team rating and for school-specific verification, in order.

24 Each I & R unit functions effectively.

32 The IIC functions effectively to coordinate the educational program of the school and its program of staff development, home-school-community relations, research and development, and external relations, taking into account district and state requirements and the needs and objectives of each I & R unit.

44 Indicates the instructional objectives which should be attained to a criterion of mastery by all students at some time during their elementary school years, those which should be achieved by all students to a level appropriate for each student, and those which should be attained only by some students, either to a mastery criterion or to a level judged appropriate for the particular student, are also specified.

67 The I & R Unit staff evaluates the effectiveness of each student's complete instructional program during the year in all curricular areas.

68 The I & R Unit staff uses the information in (44) to improve subsequent instructional programming for the student.

45 Outlines the means for evaluating students' achievement of the instructional objectives and identifies related measurement tools or makes provisions to construct them.

69 The I & R Unit staff evaluates the effectiveness of its instruction in the curricular areas and affective domain, using summative evaluation information gathered systematically across series of instructional sequences.

70 The I & R Unit staff uses the information in (46) above in decision making regarding objectives, materials, and activities pertaining to each curricular area.

Items erroneously referred to (44, 46, 48).

INTENDED REFERENCE ITEMS (67, 69, 71).

48 The staff of each I & R unit estimates the instructional objectives that may be attainable by the students of their unit.

71 The IIC evaluates attainment of the school's educational objectives by the student population of the school based on summative evaluation information gathered systematically across the I & R Units.

72 The IIC uses the information in (48) above in decision making regarding the schools' educational objectives and students' achievements related thereto.

75 The school's procedures for interpreting and reporting progress and problems with instruction to the community are effective.

85 Noncredit workshops and other staff development activities involving only school and district personnel are arranged for preceding the opening of school and during the school year.

86 The entire staff of your school, or selected members as appropriate, participate in non-credit staff development activities and in credit courses

88 A state IGE network, composed of local IGE schools, teacher education institutions, the state education agency, and intermediate education agencies, functions effectively at the state, regional, and local level to coordinate IGE implementation in your state.

97 Practical problems in implementing IGE are identified and solutions to them are sought in your school.

100 External agencies are identified to participate in research and development in your school.

IX ASSUMPTIONS RE SCHOOLING AND LEARNING

A. Method of Responding (Staff Q)

Personal Viewpoint and Philosophy
Current Status in the School

B. Overall Variation or Agreement in Staff Philosophy

Teaching and Learning
IGE concepts

X CTBS AND LOCAL CURRICULUM MATCH

(Applies to Unit 2 and Unit 5)

A. Reading: Vocabulary, Comprehension

B. Mathematics: Computation, Concepts and Applications

XI STUDENT CURRICULUM ACTIVITIES & PROGRESS

(Applies to grade 2 and grade 5 Ss who were tested in Phase I)

A. Systematic Objectives-Referenced Curricula In Two Units

Reading
Language Arts
Mathematics

B. Indicator of Progress in Curricula

Skill Mastery
Exposure to content activities or units

C. Typical "Progress Pattern" In Unit (Grade 2 or Grade 5)

All students on same skills, same sequence, same schedule
Subgroups on same skills, sequence, different schedule
Individuals on various skills, sequences, schedules

D. How Curriculum Applies to Students

All students in Unit
All students in given grade level (2 or 5)

E. Curriculum For Typical Child

Number of skills to be mastered in what time period

F. Schoolwide Goals

G. Student Progress Records

Nature of
Frequency of Updating
Use made of

XII

CONDITIONS OF PHASE I TESTING

(Applies to Unit 2 and Unit 5)

A. Teacher Attitude Re Testing Program: CTBS-S and SFTAA

Comprehensive Tests of Basic Skills, Form S
Short Form Tests of Academic Aptitude
Interpretation of Test Results from Phase I testing

B. Administration of SFTAA

C. Features of Test Administration

Atmosphere
Schedule
Usual Approach to Standardized Testing

XIII UNIT QUESTIONNAIRE VERIFICATION/CLARIFICATION

A. School-Specific

1. Number of staff in unit; number responding to Q
2. Time Allocations
3. Individual Student Records in Subject Areas
(Related to Schoolwide Objectives)

B. General to All Schools

1. Role of Staff Teachers
Range of Instructional Activities
 2. Grouping, Definitions of
 3. Unit Structure and Function
Schedule, Meetings
Time Allocations
Record Keeping (Reading)
Grouping--Regrouping
Instructional Objectives
 4. Conditions of questionnaire completion
-

XIV UNIT PRACTICES (Observation)

A. Planning

B Continuous Progress

C. Differentiated Staffing

All that follows is the team questionnaire--a device for recording visit data, for reminding team what else to ask about, and for ultimately reporting all visit findings to RTI in a single format. While this Team Q is considerably more detailed than the Protocol, preparation, experience, and reference to the Team Q will make adequate topical coverage a reality.

In all cases possible, the Team Q is arranged for simple data entry (which means automatic data reduction). Where NARRATIVE is called for, write in the necessary explanation or detail in as simple a manner as possible--that is, telegraphically and/or in outline form. The purpose is to make it easy later to reduce the narrative content to the minimum number of alternatives or explanations. Thus, it is very important that narrative material be limited to the essentials with team members keeping in mind the ultimate intention of content analysis and data reduction. Write narrative on page or on back.

Where there are special circumstances or lengthy chunks of background or explanatory material, write these up and append to the visit report; they will be studied and used later to the extent feasible.

Coding notes:

1. Use "OTHER(____)" wherever you do not feel comfortable in squeezing the findings into the given alternatives, but do try to squeeze.
2. Wherever DK appears (don't know), it always means that the respondents don't know. This applies especially to historical info re implementation and cost factors, but it could apply elsewhere.
3. Hopefully, there are always indications of "circle one" or "circle all that apply." If we have missed somewhere, use best judgement.
4. NA (not applicable) will apply in some instances, especially where a school has not done so-and-so and the questions that follow from that event are therefore inapplicable to that school. N/A may also be needed in less obvious places--so enter it, if needed, in places where it is not included as an option. For example, if a school simply does not have a "Unit 2" and no team to talk with, etc., then N/A will be appropriate for some of the protocol material we are after.
5. There is also a catch-all alternative UN (unusable) for various situations where we cannot get or report what we are after. This includes:
 - No response (different from DK)
 - Conflicting information (conflicting to a serious degree)
 - Unclear, garbled response (really garbled)
 - Impossible for us to ascertain, although we certainly tried
 - Info not available (don't retain minutes, only the district knows, etc.)
6. Where the protocol does not include alternatives needed to economically report on the situation, BE SURE to write in the margin a clear entry of OTHER, DK, NA, or UN as appropriate to given item. Every Team Q item must be marked in some way (which then becomes data) and this also serves as a check that we have covered all particulars in the inquiry.

I. HISTORY Use color other than black on final form.

School

A. Installation Activities

		<u>circle one</u>
1. Initial knowledge and awareness of IGE by the school	New administrator at school	1
"How did <u>this school</u> learn of IGE?"	Administrator at IGE meeting (Awareness, Overview, Clue-In)	2
	District or SEA announcement or invite	3
If 2, indicate:	Teacher or group of teachers in school	4
Meeting Name: _____	Publication or research	5
Sponsor: _____	Other IGE schools in district	6
Month-Year: _____	Other IGE schools elsewhere	7
	Attendance at professional meeting	8
	Mailing rec'd from R & D Center	9
	Mailing rec'd from IDEA	10
	Other (_____)	11
	DK	12
	NA..... 13	UN..... 14

		<u>circle all that apply</u>
2. Reasons for going IGE	District "requirement"	1
"Why adopt IGE?"	New building appropriate to IGE	2
	Already had "IGE-like" elements	3
	IGE = better education for kids	4
	IGE = better use of staff talent	5
If 9, what problem or need?	Could use Federal or State grants	6
	School staff preference	7
	Extension of IGE in district	8
	Solve particular problem or need	9
	Other (_____)	10
	DK	11
	NA	12
	UN	13

3. Original Commitment ("How did school arrive at decision to go IGE?")

<u>Personnel involved (local)</u>	<u>All that Apply</u>	<u>Other Agencies involved</u>	<u>All that Apply</u>
District/diocese administration	1	State coord. or network rep	1
School administration	2	College or university	2
School staff (other than admin)	3	Local government	3
Parents	4	League (intermediate agency)	4
School Board	5	Wisconsin R & D Center	5
Other	6	IDEA-_____ing	6
DK	7	State Education Agency (SEA)	7
NA....8	UN.... 9	Other	8
		DK ... 9	NA....10
			UN.... 11

DATE OF COMMITMENT: _____ 19 ____ DK..1
 This was _____ months before initial implementation step; or at the same time 1
 DK.. 2

Sequence via narrative

Means Employed in Arriving at Commitment (Circle all that apply)

(Formal) assessment of school staff attitude	1	Unilateral decision by P	6
Some staff attend awareness or training	2	"Enforced" district decision	7
Formal agreement with district/diocese	3	Consultation w parent groups	8
Formal agreement with SEA	4	Other	9
Random or chance selection in district	5	DK..10	NA..11
			UN...12

A. Installation Activities

If two or more at same time, use appropriate sequence digits but try to avoid such a situation. Enter sequential numbers only for components actually planned for. Enter number even if not all sub-components included in plan.

- | | | |
|---|-------|-------|
| - Multiunit Organization (IIC, SPC, units, UL, multi-aging, differentiated staffing, specialists, etc.) . . . | _____ | DK, 1 |
| - Curricular Programs and Materials (related to school objectives, develop IMC, etc.) | _____ | NA, 2 |
| - Facilitative Environments (units meetings, IIC meetings, staff development, participation in league or network, work with IHEs) | _____ | UN, 3 |
| - IPM (LC, LP)--individualization of instruction | _____ | |
| - Evaluation for decision-making (for student instruction, for all-school curriculum) | _____ | |
| - Home/School/Community relations | _____ | |
| - Research and Development | _____ | |

1 month	1	9 months	5	
2 months	2	12 months	6	
3 months	3	18 months	7	DK. 9
6 months	4	24 months	8	NA. 10
				UN. 11

- | <u>(c) Format of plans</u> | <u>All that Apply</u> |
|--|-----------------------|
| Contained in (IIC/PIC) minutes | 1 |
| Contained in list; checked off as accomplished | 2 |
| Contained in wall chart (flowchart). | 3 |
| Other (.) | 4 |

DK 5 NA . 6 UN . 7

- (e) Resources employed in making Plans

League (facilitator)	1
SEA (coordinator, network)	2
College or university	3
Published training materials	4
Performance Objectives (Center)	5
Implementation Guide (IDEA)	6
R & D Center staff	7
IDEA staff	8
"Mixture" of persons & materials	9
DK 10	NA 11
	UN 12

- | Never | Once or Twice | Often | Continually | DK | NA | UN |
|-------|---------------|-------|-------------|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

I. HISTORY

School

A. Installation Activities

5. Initial Implementation Step "What event, decision, activity, or function constituted the "beginning point"--the IGE implementation--before which the school was in a "get-ready" period but after which the school was considered an IGE school?"

	circle one
Decision by school staff to be committed to MUSE/IGE	1
Selection of the Unit Leaders and/or unit staffs	2
First regular meeting of the IIC	3
Choice of subject-area(s) for IGE	4
Organization of teachers and students into functioning units	5
Initiation of an individualized curriculum: assessment of pupil status.	6
Preschool Workshop for the school staff or training by facilitator	7
Development of the IMC or Learning Center or Media Center	8
Initiation of in-service training	9
Initiation of team <u>functions</u> (planning, sharing, teaching) in the units.	10
Delineation of general or specific objectives in IGE subject-area(s)	11
(Other) _____	12
DK	13
NA... 14	UN..... 15

DATE: Month/Year _____ DK . 1 NA . 2 UN . 3

6. Role of originating (developmental) agencies in IGE initiation at this school

- (a) Which agency most on scene or best known in initial period? (Circle one)
- | | | |
|--|---|------|
| Wisconsin R & D Center | 1 | |
| IDEA-Kettering | 2 | DK 6 |
| College or university | 3 | NA 7 |
| State Department of Education, SEA | 4 | UN 8 |
| Intermediate Agency | 5 | |
- (b) How did that agency assist in initiating IGE, directly or indirectly?

NARRATIVE

	YES	NO	DK	UN
Did representative of agency ever come directly to this school?	1	2	3	4
Did representative of agency ever come directly to the district?	1	2	3	4
Did any school staff ever go to the agency in initiation period?	1	2	3	4
(c) Was <u>this</u> agency credited with "inventing" or developing IGE?	1	2	3	4
Was <u>more than one</u> agency credited with "inventing" and developing IGE?	1	2	3	4

COMPONENT #	1 Multiunit Organization
	2 Instructional Programing
	3 Curricular programs & materials
	4 Evaluation for decision-making
	5 Home-School-Community
	6 Facilitative Environments
	7 Research and Development

I HISTORY

School A. Installation Activities

7. Home-school-community activities to INFORM parents/community of IGE organizational and instructional patterns, in the initial period (either before or relatively soon after the actual "implementation date.") All that apply.

Newspaper publicity	1	Distribution of IGE materials	7
School letter to parents.	2	Informal newsletters from	
Formal parent meeting (PTA		school or from units.	8
or similar function)	3	School open house (day or night)	9
Announcement from district		Other	10
or diocese office.	4	DK	11
Announcement from Board	5	NA	12
Coffees, other informals.	6	UN	13

B. Training School Staff in Initial Period (First Year) Re IGE

1. Initial training for part or all of school staff. This could overlap with "Continued Training" since the latter could have been the first training actually encountered by some of staff. Task here is to get at initial training that involved any/all staff of this school--not training of a facilitator or district person. Interview, IIC minutes, other records.

AWARENESS, CLUE-IN, or similar "information-promotion" events ARE EXCLUDED.

If in Center mode, two most likely candidates (by title) here are the P-UL (principal-unit leader training), and the Preschool Workshop. If in IDEA mode, two most likely are Facilitator workshop for staff, and Clinical if any of school staff participated.

Title (Specify)	DK	DK
Sponsor/Location (Specify)	R&D IDEA UN	R&D IDEA UN
Personnel Trained	P UL StafTch IMC Aides Other	P UL StafTch IMC Aides Other
Length in days	1 1½ 2 2½ 3 _____ DK	1 1½ 2 2½ 3 _____ DK
Time Relation to School Opening	____ months before ____ months after UN	____ months before ____ months after UN
Time Relation to Commitment Date	Before Same After UN	Before Same After UN
Resources Used (Agencies and Materials)	DK UN	DK UN
Basic Content	DK UN	DK UN
Emphasis on what components	1 2 3 4 5 6 7 DK	1 2 3 4 5 6 7 DK
School alone or w-other schools	Alone W-others DK	Alone W-others DK
IIC Meeting incl	YES NO DK	YES NO DK
Unit Mtgs Included	YES NO DK	YES NO DK

B. Training School Staff in First Year2. Continued and Subsequent Training in First Year

Possibly some overlap with B-1; if so, distinguish in narrative.

The intent in this section is to get at nature, frequency, sponsorship of various kinds of training for part or all of school staff during the first year; this would be after the actual initial implementation of IGE, and after the initial training covered in B-1.

Several types are possible: within-school training; district-wide or league or diocese training across more than one school; travel to training held by TEI, R & D, SEA, IDEA, or other agencies. Might also be reading of materials and self-directed training as opposed to an "event." Training could be for only the IIC, for whole staff, or on a unit-by unit basis in the school. Training at any level (school, district, outside agency) could involve participation by consultants or actual direction by an outside agency.

For each "type," (school, district, outside agency, self-directed), describe in simple outline form via NARRATIVE on separate page or back of this:

- (a) Frequency during first year
- (b) Total time spent (in days)
- (c) Whether this was standard inservice or something beyond that
- (d) Personnel trained (P, IIC, unit staffs, aides, total school staff)
- (e) Content focus (organization, IPM, curricula, components, multiaging, etc)
- (f) Sponsorship (school alone, district/diocese/league, other named agency)
- (g) Location (school, district, name of other agency location)

Based upon input, we will develop a matrix of basic activities for each type of training. Enter information into a matrix of your own devising, keeping data for (a) through (g) separate for each of four training "types."

3. Role of Originating Agencies in Initial Training (First Year)

NARRATIVE. Name each agency (R & D, IDEA, SEA, TEI, or possibly other) and describe in outline form (using letters a through e):

- (a) Nature of direct and indirect input/assistance as perceived by the school
- (b) Materials used in such assistance by agency
- (c) Materials used by school (indirectly supplied by agency)
- (d) Agency personnel involved, roles
- (e) Whether input/assistance was to this school alone or a group of schools.

<u>Example:</u>	<u>SEA</u>	<u>R & D</u>
	(a)...	(a)...
	(b)...	(b)...
	(c)...	(c)...
	(d)...	(d)...
	(e)...	(e)...

I HISTORY

School

C. Implementation of Seven ICE Components Over Total Period

- 1-2. Order of component implementation, and years. Allow any school definition of implementation (in their terms, in other words); year is the outset of component implementation in a planned, systematic way.. Get the data!

ORDER: Enter sequence number from 1 to 7;

Avoid double entries of
same sequence number.

Circle any not yet
implemented; i.e.,
as of spring 1978

	SEQUENCE	YEAR	
Multiunit Organization	_____	_____	1
Instruction Programing (IPM)	_____	_____	2
Curricular Programs, Materials	_____	_____	3
Evaluation for Decision-making	_____	_____	4
Home-School-Community	_____	_____	5
Facilitative Environments	_____	_____	6
Research and Development	_____	_____	7

- 3-4. School priorities and policies re implementation of 7 components. NARRATIVE. Include rationale for their implementation, restrictions imposed by district, "reasons" for not yet having implemented certain components, and present and future plans. Include special section on school's relative emphasis on first two components: multiunit org and instructional programing.

5. Use of Guides over Total Period (Published, distributed by some agency above and beyond the school itself).

"Which of the following have been employed in a more-or-less consistent fashion (depended upon to some extent) in implementing ICE components?"

- (R & D) Performance Objectives 1
(IDEA) Implementation Guide 2
(SEARS) Set of Textbooks 3
(IDEA) Separate Training books 4

All that apply

Other: _____ 5

Other: _____ 6

None 7

6. Turning points (positive or negative) in implementation sequence---after which smooth operation or giving up. NARRATIVE here (consider special Center questions #2 and #6):

D. General Topics Re Originating Agencies and Networks1. Perceived Role of Originating Agencies (R&D, IDEA, SEA, TEI, Intermediate)

NARRATIVE. Outline how school perceives role of each agency in re:

- Originating and developing IGE patterns, concepts, strategies
- Setting up various kinds of networks (State, Pacts, HUBs, leagues)
- Setting up AIGE
- Providing financial assistance, if any, to district or school or to the whole movement
- Naming resources (materials, persons, agencies) that school might use in refining its IGE practices
- Setting up a (the) training chain
- Conducting and disseminating various kinds of research
- Getting IGE into teacher-ed institutions

2. Value placed on agencies

Based on interviews, assign one value for each agency for each topic.

1 = high value; 2 = moderate; 3 = little, none. NA = Not Applicable; this value could appear in many cells.

Relative Value Placed on Agency as...	R&D CENTER				IDEA				OWN SEA				ANY TEI				INTERM. AGENCY				Other (Specify)			
	1	2	3	NA	1	2	3	NA	1	2	3	NA	1	2	3	NA	1	2	3	NA	1	2	3	NA
Disseminators, Imple- menters																								
Source of Tech Assis.																								
Source of Instr Mats.																								
Source of Traing Mats																								
Promoters of IGE																								

3. Nature of Relationship to Originating Agencies (any agencies)

	YES	NO	DK	NA	UN
(a) Is school aware (continues to be aware) of these agencies as contributors to IGE development and improvement?	1	2	3	4	5
(b) Does school (continue to) use resources of these agencies?	1	2	3	4	5
(c) Is there NOW direct communication with any agencies?	1	2	3	4	5
(d) Have intermediary agencies (such as a local network, a league, district, etc.) taken on communication and assistance functions in place of originating agencies?	1	2	3	4	5
(e) Could school have begun IGE without originating agencies?	1	2	3	4	5
(f) Could school continue IGE now without origin. agencies?	1	2	3	4	5

4. State Network Contribution to IGE Implementation & Maintenance

NARRATIVE: School aware of state network? What agencies does it embrace?
 Value placed on network (past and future) as a resource?
 School communication with Coordinator, SICC, SEA?
 Network viewed as continuing the original roles of R&D and IDEA?

(This must relate to NETWORK).

(Consider special Center question #7).

II COST FACTORS

School

BASIC INFORMATION for later possible use in analysis or description:

Circle one

1. Prior to IGE, school had strictly or virtually traditional program . . . 1
 Prior to IGE, schools had some or several "IGE-like" attributes
 such as aides, IMC, open space, teaming, individualization 2
 DK...3 NA...4 UN...5

2.

Easy Moderate Difficult Can't

- (a) Isolate IGE-related costs
 general school operation costs 1 2 3 4
 (b) Distinguish IGE installation costs
 from later IGE program operation costs . . . 1 2 3 4
 (c) Distinguish costs of instructional
 materials used in units from those
 obtained/used for schoolwide use 1 2 3 4

3. Figures provided for Sections B and C, for current school operation costs,
 that is, for "1976-77" year, were: (circle one in each column).

1976-77 expenditures 1	Essentially precise (records) . . . 1
1977-78 budgeted expenditures . . 2	Essentially estimated 2
Combination actual & budgeted . . 3	Combined precise & estimates . . . 3
No figures provided 4	No figures provided 4

A. Installation Period IGE-Related Costs

Enter total costs for each category over two-year installation period--regard-
less of source, implementation level, or any other variable. Costs must be
 unduplicated. These are costs reported by school to be above and beyond what
 costs would have been had the school not implemented IGE. Use matrix to extent
 it helps; our ultimate interest is in row totals.

1. TRAINING	Time	Materials	Travel	Consultants	TOTAL	DK	NA	UN
P-UL, Clinical, Etc.					\$	2	3	4
Staff teachers					\$	2	3	4
Aides					\$	2	3	4
Workshops, Inservice					\$	2	3	4
Membership Fees					\$	2	3	4
Total					\$	2	3	4
2. Remodeling					\$	2	3	4
3. Instructional mats. in units (all units)					\$	2	3	4
4. Instructional mats. schoolwide					\$	2	3	4
5. <u>Staff Additions</u>								
	Teachers \$							
	Aides \$							
	Clerical \$							
	Other \$							
					\$	2	3	4
Grand Total 1-5					\$	2	3	4

II COST FACTORS

School

A. Installation period

6. Sources of funds for Installation costs	All that apply
Regular school budget	1
District "special" provisions	2
Federal or state program monies	3
Research or demonstration projects	4
Other	5
DK	6

B. Operation of Plant 1976-77 Related to IGE

1. Utilities _____
 2. Repairs to plant _____
 3. Repairs to instructional equipment _____
 4. Replacement of instructional equipment _____
- \$ _____

C. Instructional Program Operation 1976-77 (Total Program, Not Just IGE)

1. Total of base instructional salaries.....\$ _____
(principals, teachers, aides, specialists, librarians, parttime personnel, etc.) Exclude 6 below.
2. Training

Time	Materials	Travel	Consultants	Total
Workshops, conferences, network or league activities seminars, etc.				\$ _____
Inservice training				\$ _____
Inservice training for new teachers				\$ _____
Membership Fees				\$ _____
TOTAL				\$ _____
3. Remodeling and maintenance of previous IGE remodeling\$ _____
4. Instructional in units (total of materials in all units) \$ _____
5. Instructional schoolwide..... \$ _____
6. Other

Added compensation for UL (total)	\$ _____
Regularly scheduled substitutes for IGE purposes.....	\$ _____
Interns, if paid.	\$ _____

TOTAL
(1-6)

\$

244

II COST FACTORS

School

D. Other Topics

1. Perception of "costs"--narrative
2. Perception of "savings"--narrative

3. Sources of Support

(a) Free Assistance (Hours for 1976-77) @ Standard Hourly Aide Rate (\$)

Volunteers _____

Interns _____

Student teachers _____

\$ _____

(b) Variation over time in amounts

of funds from various sources.....

Yes	No	DK	UN
1	2	3	4

(c) List of sources of funds currently (1977-78)

(all that apply)

School budget

1

District "special" provisions for IGE

2

Federal or state program monies

3

Research or demonstration projects

4

Other (_____)

5

DK

6

(d) Extent of shared cost with other schools in district, area, league, etc. NARRATIVE.

4. District has Guidelines & Policies re Allocations

Yes No DK UN

School discretionary funds

1 2 3 4

Instructional materials for class use

1 2 3 4

IMC/library materials

1 2 3 4

Specific to IGE needs

1 2 3 4

Cutbacks in allotments, affecting IGE

1 2 3 4

Aides

1 2 3 4

Annual per-pupil allocation for instruction

1 2 3 4

1 2 3 4

1 2 3 4

5. Is IGE worth it--time, money, energy, morale?

NARRATIVE. (Consider special Center question #8).

III INSERVICE TRAINING (STAFF DEVELOPMENT)--Current

School

A. IGE Training for New Staff (for teachers, P, UL, IMC director, aides)--CURRENT

1. Is provision made for new staff as a matter of course and virtually without fail?

Yes	No	DK	UN
1	2	3	4

- Is such inservice viewed as important, necessary part of Component #6, Facilitative Environments?

1	2	3	4
---	---	---	---
- Is emphasis on new staff teachers (as opposed to total of new staff members)?

1	2	3	4
---	---	---	---
- Was such provision made in 1977-78?

1	2	3	4
---	---	---	---
- Are new staff asked to commit selves to IGE?

1	2	3	4
---	---	---	---

2. Processes Employed

All that Apply	Emphasis (circle 1)
----------------	------------------------

Materials for individual study (reading, AV, etc.)	1
Informal contact with P, IIC	2
Informal contact with unit staff	3
<u>Special</u> 1-3 day workshop (for this school only) . .	4
<u>Special</u> 1-3 day workshop jointly for new staff of several IGE schools; or as part of <u>initial</u> training for whole staff of nearby new IGE school	5
<u>As part of Regular</u> 1-3 day annual all-staff workshop to get ready for new year	6
Other ()	7

3. This inservice for new staff is essentially completed:

Circle One

Before school begins for the new school year	1
Within first month	2
Second month or later	3

B. Annual "Preschool Workshop" or other pre-school IGE Preparation --CURRENT (for total school staff; some or all devoted to IGE concepts, practices)

1. Regularity, Need

Yes	No	DK	UN
-----	----	----	----

Is a preschool workshop held annually ("to open school")?	1	2	3	4
Was one conducted before 1977-78 school opening?	1	2	3	4
Was IGE training/retraining included?	1	2	3	4
Is a need felt for annual workshop re IGE?	1	2	3	4

2. Sponsorship and Audience for IGE Part of Workshop

Circle One

This school alone	1
With other IGE schools in district (districtwide) or diocese	2
With IGE schools within <u>and</u> outside district/diocese	3

3. Agenda, Topics, Consultants, Format

Total					Canned			DK
(a) AGENDA set by (circle one)	P	IIC	Staff	SPC	League	Material	Other	
	1	2	3	4	5	6	7	8

Narrative:	(b) What topics re IGE are typically included? (Narrative)	-
Narrative:	(c) If consultants used, from what agencies & what roles? (Narrative)	-

(d) Typical format used (re IGE)	<table style="display: inline-table; vertical-align: bottom;"><tr><th>Circle One</th></tr></table>	Circle One
Circle One		
Schoolwide total-staff inservice only	1	
IIC work sessions only	2	
Separate unit worksessions only	3	
Any combination of above	4	

Reminder: DK means respondents don't know!

III INSERVICE TRAINING (STAFF DEVELOPMENT)--Current

School

C. Regular Inservice Throughout Year Related to IGE (School staff and/or Unit Staff)

1. What resources are used (not just available)? Of these, what are the major resources, those depended upon most for continuing inservice?

Direct personal assistance from:	All That Apply	Major (Up to 3)
State level SEA; SICC comm; network; coordinator . .	1	1
Teacher-Ed Institution (any location)	2	2
League of schools, intermediate agency	3	3
District (diocese) personnel	4	4
Within-school staff	5	5
Wisconsin R & D and/or IDEA agencies	6	6
AIGE	7	7
Materials used:		
SEARS training books	8	8
IDEA training books and materials, A-V	9	9
School-developed materials (or district, League) . .	10	10
R & D Center books and materials, A-V	11	11
NO special set of materials; miscellaneous, casual .	12	12
Courses (credit or non-credit) at or by TEI	13	13

- Narrative 2. How close are resources (people and materials)? (Narrative)
(district vs school for materials, for example)

3. During year, total time devoted to IGE-related inservice? (in hours) DK NA UN
- | | | | |
|---|---|---|---|
| (a) Schoolwide total staff inservice training, in school . . | 1 | 2 | 3 |
| (b) Average for each unit as a unit | 1 | 2 | 3 |
| (c) Total staff in <u>districtwide</u> inservice training | 1 | 2 | 3 |
| (d) League or similar group, <u>if different from (c)</u> | 1 | 2 | 3 |

mutually
exclusive

4. For schoolwide staff inservice, how are topics selected? (All that Apply)
- | | |
|---|---|
| As orderly next step in overall implementation plan | 1 |
| As problem or need identified by IIC/PIC | 2 |
| As consensus of professional staff (via some mechanism) . . | 3 |
| As selected by an individual (P, Facilitator, or other) . . | 4 |
| Other () | 5 |

Narrative
Narrative

- Which approach works best? Why? (Narrative)
- What were/are the KEY topics in schoolwide inservice 1977-78? (Narrative)
- What proportion of time/effort in schoolwide inservice 1977-78 was devoted to matters of instruction (curricula, recordkeeping, IMP or LC, methods of instruction) (Nearest 10%) % DK . 1
NA . 2
UN . 3

5. How frequently does schoolwide inservice typically occur? (Circle one)
- | | | | | | | |
|---------------|-----------------|----------------|------------------|-------------------|-------------------|--------------|
| <u>Weekly</u> | <u>Biweekly</u> | <u>Monthly</u> | <u>Bimonthly</u> | <u>Trimonthly</u> | <u>Biannually</u> | <u>Other</u> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

D. Summer 1977 IGE-Related Opportunities and Activities	Available	Made use of
Workshop (sponsored by school itself)	1	1
Workshop (sponsored by college, league, district, etc.) . .	2	2
Credit course (s) (offered by college or university) . . .	3	3
Committee work (school only) on objectives, curricula, etc.	4	4
Committee work (districtwide)	5	5
Other ()	6	6

- Is the above typical for summer opportunities?
- Yes No . . 2 DK . . 3 NA . . 4 UN . . 5

III INSERVICE

School

E. NARRATIVE: How are networks, coordinators, SEAs, leagues, Center, IDEA, etc., valued with regard to inservice? Do these agencies constitute truly usable resources for continued staff development? If so, how? Which agencies provide or are used as primary resources? Where would P/IIC turn for help on major needs? Have they generally received such help when sought--with respect to inservice/training?

IV. HOME-SCHOOL-COMMUNITY

A. Parent-Citizen Participation

1. Parent or other citizen membership (at least 1 person):

	<u>Anytime in Past</u>		<u>DK</u>	<u>1977-78</u>
IIC/PIC	1	2		3
SPC (systemwide Policy Comm)	1	2		3
PAC (parent or community advisory group for school or district	1	2		3
Unit/Team (regular volunteer aide or simply a parent member	1	2		3

2. Parent/citizen involvement in school:

Volunteer work (any responsibility)	1	2		3
Presentations to class (instruction)	1	2		3
Presentations to staff (inservice)	1	2		3
Welcome field trips to farm, business, agency, factory, museum	1	2		3

3. Is there NOW a parent or community advisory group?

Yes	No	UN
1	2	3

If YES, what are its functions in general? }
 what are its functions in relation to IGE? } Narrative

Narrative is IGE "credited" with its formation or raison d'etre? 1 2 3

B. Awareness & Attitude

	None	Few 20%	Some 40%	Many 60%	Most 80%	All	DK	UN
Proportion of parents aware of IGE features of school organization and program	1	2	3	4	5	6	7	8
Proportion of community at large (other than parents) so aware	1	2	3	4	5	6	7	8
Prop of parents in } Favorable +	1	2	3	4	5	6	7	8
general who have over } Unfavorable-	1	2	3	4	5	6	7	8
all reaction to IGE:								

IV. HOME-SCHOOL-COMMUNITY

C. Informational Activities

Activities employed to keep parents and community informed of school operations and plans. These should be more-or-less regular activities in year 1977-78.

All that Apply

Newspaper releases, articles	1
Radio/TV coverage	2
Newsletters from district or league	4
Newsletters from unit/learning comm.	5
Meetings & programs (PTA, PTO)	6
Advisory council or committee	7
Coffees, informal get-togethers	8
Staff visits to home.	9
Parent/citizen visits to school, units	10
Regular announced schedule for parent/citizen visits to school, units . .	11
Parent/citizen occasional attendance at IIC/PIC <u>meeting</u>	12
Parent/citizen occasional attendance at unit/team <u>meeting</u>	13
Other (_____)	14
Nothing at all systematic or regular (sporadic, casual)	15

D. Methods of Reporting Student Progress to Parents

Enter frequency during year (1977-78) for methods that are systematically used as a means of reporting on instructional program and progress. Indicate up to 3 methods that are relied on to do bulk of regular reporting job.

	Exact or Approximate Frequency in School Year									Circle up to 3 Most relied on
Formal Grade or progress cards	1	2	3	4	5	6	7	8	9	1
Formal Narrative reports	1	2	3	4	5	6	7	8	9	2
Copies of student contracts	1	2	3	4	5	6	7	8	9	3
Homework, projects, papers	1	2	3	4	5	6	7	8	9	4
"Awards"	1	2	3	4	5	6	7	8	9	5
Parent conferences	1	2	3	4	5	6	7	8	9	6
Parent/student conferences	1	2	3	4	5	6	7	8	9	7
Phonecalls to home (as a regular tool, not crisis)	1	2	3	4	5	6	7	8	9	8
Other _____	1	2	3	4	5	6	7	8	9	9

E. Staff reactions

Nature and value of this component - NARRATIVE

V UNANTICIPATED OUTCOMES OF ADOPTION AND MAINTENANCE OF IGE

School

Fill in with key words that indicate nature of outcomes or impacts.

"Unanticipated" refers to outcomes, consequences that were not expected or intended to accompany IGE adoption--they came as special benefits or perhaps obstacles. Possible topics are:

Parent/community assistance, confusion, contributions, interest, participation

Change in reporting procedure
Change in staff/student attendance
Community use of school
Staff involvement, morale
Production of objectives, outlines
Interagency, Interschool activity
Amount, quality of inservice training
District involvement
Retentions, promotions

Added costs; reduced \$ for other needs
Changed level of vandalism
Achievement, self-concept
Change in use of textbooks, tests
Use of published curricula
Amount of technical assistance
Teacher sharing
R & D activity at school level
Use of multi instructional materials

A. Unanticipated outcomes in installation period (first two years)
as perceived by P, IIC, school staff.

POSITIVE

NEGATIVE

B. Unanticipated outcomes since then, up to and including 1977-78
as perceived by P, IIC, school staff

POSITIVE

NEGATIVE

These three verification tasks, via the P, should be accomplished very quickly. Try to take care of these early in the visit, along with I History.

A. School ICE Information (Verification Q)

Consult Memo #4 for background. School provided data initially in spring 1977; P was then asked to update and/or complete data as of Phase I in October 1977. Your task is to review entire Q for accuracy, fill in missing info, resolve obvious inconsistencies, and update: all data as of OCTOBER 1977.

1. Use actual Verification Q copy in talking with P, and make changes and new entries directly onto form with color other than black, red, green. Also circle the new or corrected informational entry.
2. Take brief notes as needed re reasons for changes or original omission of data. Enter onto separate sheets for later study and processing; key to the items and pages of the Q. (Narrative).
3. As noted and discussed earlier, we may need to make judgements; where the "evidence" of the visit is in conflict with reported/corrected data, make note of this and record team judgements below in terms of "revised responses." Team judgements should be entered after interview and away from P's presence. ENTER REVISED RESPONSE ONLY IF TEAM AGREES ON NEED FOR JUDGEMENT.

► I-C Circle one: 1 2 3 4 (_____)

► II-E UNIT 1 UNIT 2 UNIT 3 UNIT 4 UNIT 5 UNIT 6 UNIT 7 UNIT 8
 Y N Y N Y N Y N Y N Y N Y N Y N

► II-G

Read	1	1	1	1	1	1	1	1
L A	2	2	2	2	2	2	2	2
Math	3	3	3	3	3	3	3	3
Sci	4	4	4	4	4	4	4	4
SocSt	5	5	5	5	5	5	5	5
Mu-Art	6	6	6	6	6	6	6	6

► E on Page 3 No Yes If Yes, 1 2 3 4 9 (_____)

► F on Page 3 No Yes If Yes, 2 11 12

► III B No Yes If Yes, name of group (_____)

► IV-B No Yes

A. Verification Q (continued)

In addition to actual verification work with this Q and team judgements as noted on previous page, we are asked to get some additional info (also as outlined in Memo #4). References below are to the Verification Q.

Page 1, I-C Who was original implementor/facilitator? (To aid in getting at whether Center or IDEA implementation).

Page 1, I-D With enrollment changes over the years, any effects on school program---less money, less staff released time, better student-teacher ratio, etc.?

Page 2, II-H-3 Is some whole part of the school non-IGE? E.g., whole grade, whole wing, primary group, etc.

Page 2, II-H-1,2 If part omitted, why? Describe.

Page 3-C How is released time arranged? When is it?

Page 3, Gs What is the fulltime equivalent of aides?

Page 3, Hs What is name of teacher ed institution?

Page 4, IV-B Why was evaluation done? Nature of? Impetus for?

Page 4, V What does "use" of products amount to? For what proportion of students? For what proportion of total instructional program? Is product the curriculum or a supplement?

B. Staff Information Sheet

Data originally supplied by school in spring 1977.

1. Update part 1 as to staff complement in October 1977. Enter any corrections in RED, and circle same, so as to distinguish from any previous adjustments made by the Center. Add aides as a separate category (individs, not FTE)
2. Part 2 was intended as a projection of the staff for the two units in which children would be tested in Phase I. Update to correct staff in October 1977. Add aides as a separate category (individuals, not FTE).

C. School Demography (School Setting)

Refer to item 1 in IIC Q. Using interview input and team judgement as to school setting, enter here the appropriate setting (use scale in IIC Q).

Circle one: 1 2 3 4 5 6

Q-17

VII IIC Questionnaire VERIFICATION/CLARIFICATION

A. School-Specific (See pages Q-19 & Q-20 for School numbers).

This task covers only a very few items in the IIC Q, built around the specific responses generated by the IIC. A separate sheet contains the specifics (the particular school is circled) which are to be verified.

For 9 schools, there are no inconsistencies or problems to be checked out.

1. Number of staff in IIC; number responding to Q NARRATIVENarrative

Item 11 (page 2) and Item 48. Some schools show more members in IIC than members who assisted in completing Q; the reverse also occurs. In the first instance, perhaps only P or a designee completed Q. Verify. In the second case, the matter is puzzling. Clarify, explain.

2. Time Allocations for IIC/PIC Meeting Activities

Items 22-27 (page 4) are basis of this task. IICs were to enter digits 0-9 in each item, resulting in no direct doublecheck on the actual percentages represented and thus room for a reported total of less or more than 100%. (The answer sheet contains spaces 0-9 for marking answer to each item, not a means of entering two-digit percentages).

Task: quickly ask IIC to estimate percentages for items 22-27, being sure to get total of 100%. Use Q for reference; as of October 1977.

Item 22: _____ %
 23: _____ %
 24: _____ %
 25: _____ % Total = 100%
 26: _____ %
 27: _____ %

NARRATIVE: Discuss whether this includes all functions; if not, what is excluded? What activities need to be subsumed or entered separately in a later, better Q? How did IIC originally get more or less than 100% of time in Q?

3. Schoolwide Objectives NARRATIVE

Items 28-30 (page 5) report schoolwide objectives for three curricula (reading, language arts, math) on a YES-NO basis. The Center has automatically listed for verification situations where one or both units report (a) having no records even where the IIC reports having schoolwide objectives and/or (b) having individualized records where there are not schoolwide objectives.

Major interest is in the former situation. This is already outlined for review in the Unit Q with unit staff. Please check out the reasons for these two kinds of discrepancy--differences in definitions? schoolwide objectives very broad and global? existence of schoolwide objectives but implemented in only some unit? Etc.

Also: Indicate here a current IIC assessment of whether or not there are schoolwide objectives; refer to Q (page 5) and its definitions.

	Yes	No
(28) Reading	1	2
(29) Lang. Arts	1	2
(30) Mathematics	1	2

VII IIC QUESTIONNAIRE VERIFICATION/CLARIFICATION
Particular items to be checked on, by school.

A: School-Specific

School	Group	Item 11	Item 48	Items 22-27 Time Percentage on Functions	Unit Q Unit Records			Items 28-30 Schoolwide Objectives		
		IIC	N		R	M	LA	R	M	LA
		N	on Q							
102	IIC Unit 5					N	N		Y	Y
126	IIC Unit 5						N			Y
063	IIC Unit 5				Y			N		
076	IIC Unit 2 Unit 5						N N		Y	Y
093	IIC Unit 2 Unit 5			less than		N N	N N		Y	Y
127	IIC			more than						
152	IIC Unit 2				N	N	N	Y	Y	Y
177	IIC	6-7	1	less than						
184	IIC Unit 2 Unit 5			less than		N N			Y	
221	IIC Unit 5						Y			N
255	IIC Unit 2 Unit 5	2-3	4-5	more than			N N			Y
295	IIC Unit 2				N	N	N	Y	Y	Y
296	IIC Unit 5						N			Y
327	IIC Unit 2 Unit 5				N	N		Y	Y	
380	IIC Unit 2					N			Y	
394	IIC	10-11	1							

VII IIC QUESTIONNAIRE VERIFICATION/CLARIFICATION continued
Particular items to be checked on, by school.

School	Group	Item 11	Item 48	Item 22-27 Time Percentage on Functions	Unit Q Unit Records			Items 28-30 Schoolwide Objectives		
		IIC	N		R	M	LA	R	M	LA
		N	on Q							
451	IIC								N	N
	Unit 5					Y	Y			
520	IIC							N	N	N
	The Unit				Y	Y	Y			
571	IIC									Y
	Unit 2						N			
624	IIC	4-5	1							Y
	Unit 5						N			
694	IIC							Y	Y	Y
	Unit 2				N	N	N			
	Unit 5				N	N	N			
711	IIC									Y
	Unit 2						N			
	Unit 5						N			
715	IIC	4-5	6-7					Y	Y	Y
	Unit 2				N	N	N			
	Unit 5				N		N			

B. General to all Schools

1. (a) IIC Meetings Item 13, Page 2. RTI TEAM judges that IIC meetings are regularly scheduled? hours/month: _____ hrs.

Enter here hours/month reported in Phase I (see page Q-22).
If discrepant, try to clarify and indicate explanation.

- (b) IIC LOG Item 16, Page 3. Is a formal log or set of minutes kept for each IIC meeting?
- | | | | |
|-----|----|----|----|
| Yes | No | NA | UN |
| 1 | 2 | 3 | 4 |

Enter here (Yes...No) reported in Phase I (see page Q-22).
If discrepant, try to clarify and indicate explanation.

2. IIC Functions. NARRATIVE: (Use items 22-27, Page 4, for reference).
Disregarding percentages, does IIC plan the school's instructional program? In an integrated way for whole school? Do units adopt the overall plan, or tend to act independent of it?

3. Schoolwide Curriculum Objectives

- (a) Items 33-35 (reading) and 36-38 (language arts). The task here is to verify Phase I responses via direct interview and examination of existing schoolwide objectives. First, enter below the responses given on these 6 items (see page Q-22).

Q	Team
Item 33..._____	Item 36..._____
34..._____	37..._____
35..._____	38..._____

Then, based on all input from visit, enter team judgement as to appropriate response. Where "b" was entered for Q (meaning blank), verify existence or nonexistence of schoolwide objectives, and if they do exist after all, render team judgement. If they do not exist, verify this and enter "b" for Team response.

- (b) HOW were staff involved in adopting or developing the objectives? Was it all done by P, by IIC? Or were all staff involved? Via review of a product or actual work on a product? NARRATIVE

4. Use of Schoolwide Objectives

Are the IIC schoolwide objectives actually used in the units for instruction and recordkeeping on instructional progress?

	Yes	No	NA	UN
Reading	1	2	3	4
Mathematics	1	2	3	4
Language Arts	1	2	3	4

If NO for any subject, provide narrative explanation (e.g., objectives too global, not distributed yet, records too hard to keep, etc.)

READING

MATH

Lang ARTS

VII IIC Q VERIFICATION/CLARIFICATION

B. General to all Schools

Phase I Q data are given below for all 30 schools, for items referred to on page Q-21 (which are to be verified in visit ultimately via team judgement, as based on observation, records, interview, attendance).
(b = blank)

SCHOOL #	Item 13	Item 16	Items on Pages 5 and 6					
	Page 2	Page 3	33	34	35	36	37	38
015	2	No	0	1	1	b	b	b
063	b	b	b	b	b	1	1	1
076	2	Yes	1	2	1	1	2	1
093	2	No	1	1	1	1	1	1
127	4	Yes	1	1	1	0	1	1
152	5	No	1	1	1	1	1	1
161	4	Yes	1	1	1	1	1	1
177	2	No	0	2	2	0	0	2
184	5	Yes	1	1	1	1	1	1
221	4	Yes	1	2	2	b	b	b
255	5	No	1	1	0	0	1	1
257	5	Yes	0	1	1	0	1	1
295	4	Yes	1	2	2	1	2	1
296	2	Yes	0	2	2	2	2	0
327	1	b	1	1	1	0	0	0
380	b	b	1	1	1	1	1	1
394	2	Yes	1	2	1	b	b	b
451	7	Yes	1	1	1	b	b	b
460	4	Yes	0	2	1	0	2	1
486	5	No	1	2	1	1	1	1
520	4	Yes	1	b	b	b	b	b
568	2	Yes	1	1	2	1	1	2
571	4	Yes	1	0	1	1	1	1
581	1	Yes	0	2	2	2	2	0
624	6	Yes	1	1	1	1	1	1
639	4	No	1	2	1	b	b	b
694	5	Yes	1	b	1	1	2	1
711	4	Yes	1	1	1	1	1	1
715	6	No	1	1	1	1	1	1
744	5	Yes	1	1	1	1	1	1

VIII IMPLEMENTATION SURVEY (In Staff Q)

School

First: Circle items indicated on printout for special attention; use telegraphic style to indicate HOW/WHY there were discrepant ratings by staff in Phase I: explain original school response.

Second: Arrive at and enter Team rating for status on all 11 items.

Printout Variable	Q Item	Team Rating	Explanation: of school staff Phase I discrepant ratings
1	24	0 1 2 3 4	
2	32	0 1 2 3 4	
3	68	0 1 2 3 4	
4	70	0 1 2 3 4	
5	72	0 1 2 3 4	
6	75	0 1 2 3 4	
7	85	0 1 2 3 4	
8	86	0 1 2 3 4	
9	88	0 1 2 3 4	
10	97	0 1 2 3 4	
11	100	0 1 2 3 4	

General Staff Q, Pages 17-21CHECK WITH THE TWO UNIT STAFFS,
P, and the IIC/PIC; also other staff

- A. In reviewing Phase I data, Center is finding within-school variance that was not expected in these two sets of items. Our task is to inquire how the staffs answered the items, that is, whether they followed the intended directions, whether their set changed midway, etc.

Note that the directions call for a "Should-be" approach to all items, that is, a reflection of what the teacher feels is the ideal or the desirable in light of his/her philosophy of education. It may be that some responded in terms of "what is" in either the unit or the school. Our job is to determine, by direct inquiry, what their set was in responding. Of course some may have done it one way, some the other. We will have to get a general sense of how handled by the P, IIC, and two unit staffs (as reasonably representative of the school).

IN GENERAL, in the school staff interviewed, the items in both sections were answered...

- Circle One
- (1) according to the direction, personal feeling. 1
- (2) in terms of current school or unit situation. 2
- (3) (Other _____) 3
- (4) Unusable (can't recall, didn't respond first time,
RTI team can't infer, no response now, unclear) 4

- B. Also, to the extent possible from all aspects of the visit, including observation, meetings, etc., please give a single rating as indicated below (team judgement).

The total school staff appears to vary in their assumptions, their philosophy, their instructional approaches, their "attitudes" about teaching and learning...

- Circle One
- A great deal 1
- Somewhat 2
- Moderately 3
- A Little 4
- Hardly at all 5

- C. IN GENERAL, DO school staff as a whole appear to have attitudes consistent with IGE concepts?

(see special Center question #4).

Narrative amplification:

Yes	No	UN.
1	2	3

(Take copies of CTBS)

Unit 2 or 5

Discuss with unit staffs as a group the degree of match between the test sections and unit instruction in general this year. Where a classroom was tested, or where there is no formal unit, talk with appropriate teacher(s).

	Degree of Match						NA	UN
	None	Little	Moderate	Lot	Much			
<u>A. Reading</u>								
Vocabulary	0	1	2	3	4	5	6	
Comprehension, Passages (gr. 2)	0	1	2	3	4	5	6	
Comprehension, Sentence (gr. 2)	0	1	2	3	4	5	6	
Comprehension, General (grade 5)	0	1	2	3	4	5	6	
<u>B. Mathematics</u>								
Computation	0	1	2	3	4	5	6	
Concepts & Applications. . . .	0	1	2	3	4	5	6	

Near perfect content match if test assessed nearly all concepts/skills encountered by typical child at or before the given grade.
 Little content match if school's curriculum included much that was not assessed, recommended instruction later than the given grade for a large part of test content, or did not include much that was in the test.

XII CONDITIONS OF TESTING

Unit 2 or 5NARRATIVEA. Unit reactions or attitudes re:

1. Tests themselves (CTBS, SFTAA)
2. Being asked to give the tests
3. Time taken out of schedule
4. Possible value of the testing
- 5. Do they feel that tests were administered such that they want and would trust the results?

B. The SFTAA

- | | | | |
|---|------------|-----------|-----------|
| 1. Was SFTAA administered to <u>total</u> grade group | <u>Yes</u> | <u>No</u> | <u>UN</u> |
| at same time in one location (N=up to 50)? | 1 | 2 | 3 |

C. Test Administration Situation (narrative)

1. Atmosphere? Quiet? Comfortable?
2. Any shortcuts taken on time (directions, rushing Ss)?
3. Last minute rush or scheduled comfortably?
4. Was the usual careful approach to standardized testing implemented?
5. Did Ss really try? concentration? serious attitude?

XI STUDENT CURRICULUM ACTIVITIES AND PROGRESS

School

(Interview and student progress records)

Grade 2 or 5

One page for each separate defined curriculum in the areas of reading, language arts, math (i.e., an individualized curriculum with objectives, used as an "IGE Subject" in the unit).

A. Curriculum NOTE: Circle and describe ONLY ONE curriculum per page!!

- | | |
|---|---|
| Wisconsin Design-Word Attack (WD) . 1 | Individ Math System (IMS) . . . 7 |
| Wisconsin Design-Study Skills (WD) . 2 | |
| Wisconsin Design-Comprehension (WD) . 3 | OTHER (Title & subject area) |
| Wisconsin Design-Self Directed, Interpretive, Creative Reading (WD) . 4 | |
| Wisconsin Pre-Reading Skills (PRS) . 5 | . . 8 |
| Wisconsin Devel Math Processes (DMP) . 6 | (If homemade curric, check ☐ . . . 8 |

B. Indicator of Progress Skill mastery (whether or not in single sequence) . . 1 Experience and/or exposure to content units. . . . 2 Circle one OTHER () . . 3 UN. . . 4

C. What is typical pattern in this unit re the progress indicator? (Circle One) All Ss work on same skills, virtually same sequence (lockstep) with possibly various amounts of instruction or tutoring 1 Subgroups of Ss progress on same skills, same sequence, different rate...thus at different points at end of week or month 2 Each child has different rate, pattern, sequence...e.g., range from 13 skills to 29 skills at end of week or month 3 OTHER () . . 4 UN . 5

D. Curriculum is applied to: . All Ss in the unit 1 All Ss in this grade 2 OTHER: 3 UN. . 4

E. Nature of Specified Curriculum for average or typical child (i.e., publishers recommendation or locally-developed plan)

- Examples: 1. 45 skills continuously, to be accomplished by end of grade 3
2. 16 skills (or exposures), 3 times per year
3. 26 skills in one year

F. Schoolwide Goals for Progress in this Curriculum Stated for average or typical child, by grade. 1 Stated for ability or other subgroups (e.g., 50% will complete by grade 2, 80% by grade 3, 98% by grade 4) 2 UN . 5 OTHER . . . 3 None (no school wide goals in this curriculum 4

G. Student Progress Records...NARRATIVE

Are they updated? How often? Used for reports to parents or students?
Filed for easy access? Do all unit staff appear to know about and work with these records? How detailed are the records? Do they appear to actually "govern" the instructional program for students?

XIII UNIT Q VERIFICATION/CLARIFICATION

A. School-Specific (one page for each unit)

Unit 2 or 5

This task covers only a very few items in the Unit Q, built around the specific responses generated by the unit staff. Page Q-28

contains the specifics which are to be verified for each school. For 8 schools, there are no inconsistencies or problems to be checked out.

Narrative1. Number of staff in unit; number responding NARRATIVE

Item 6 (page 14) and Item 72. Many schools show 4-5-6 team members in item 6, but only 1 person for item 72. Why? Presumably because the UL (or a designee) completed pages 13-21 of the Q. Verify. In other cases, the number completing Q (item 72) is larger than the reported team membership in item 6. Puzzling. Clarify, explain.

Narrative2. Time Allocations for Unit Meeting Activities

Items 22-26, page 16, are basis for this task. Note that teams were to enter digits 0-9 in each item, thus meaning there was no direct doublecheck on the actual percentages represented and thus room for a reported total of less or more than 100%. (The answer sheet contains spaces 0-9 for marking answer to each item, not a means of entering two-digit percentages).

Task: quickly ask team to estimate percentages for items 22-26, being sure to get a total of 100%. Use Q for reference; as of October 1977.

Item 22: _____%

23: _____%

24: _____%

25: _____%

26: _____%

Total = 100%

NARRATIVE: Discuss whether this includes all functions; if not, what is excluded? What activities need to be subsumed or entered separately in a later, better Q? How did team originally get more or less than 100% in Q?

Narrative3. Individual Student Records Related to Schoolwide Objectives

Unit Q, items 49-51, page 18; reading, math, language arts. We are to ask about as well as look for records and how they are maintained. The Center has automatically listed for verification the units where NO was the response for given subject areas BUT WHERE the IIC reported that there were/are schoolwide objectives. The Center also indicated cases of the reverse, where unit reports maintaining individual student records but IIC reports no schoolwide objectives in subject area. We should check out the discrepancy (or reasons for variable reports) in all instances; the Center is more interested in first case, however: cases where there are reportedly schoolwide objectives in a curriculum but unit does not keep records.

(a) Is unit aware of the schoolwide objectives?

(b) Does IIC require unit accountability re Ss status in accomplishing objectives?

(c) Are schoolwide objectives too broad to treat as skills?

NARRATIVE

XIII UNIT QUESTIONNAIRE VERIFICATION/CLARIFICATION
Particular items to be checked on, by school.

A: School-Specific

School	Group	Item 6	Item 72	Items 22-26 Time Percentage on Functions	Items 49-51			IIC Q		
		Unit N	N on Q		Unit REcords			Schoolwide Objectives		
					R	M	LA	R	M	LA
102	Unit 5	2-3	6-7			<u>N</u>	<u>N</u>		<u>Y</u>	<u>Y</u>
063	Unit 5	8-9	2-3		<u>Y</u>			<u>N</u>		
126	Unit 5						N			Y
076	Unit 2						<u>N</u>			<u>Y</u>
	Unit 5						N			Y
093	Unit 2					<u>N</u>	<u>N</u>		<u>Y</u>	<u>Y</u>
	Unit 5					N	N		Y	Y
127	Unit 5	6-7	1							
152	Unit 2				<u>N</u>	<u>N</u>	<u>N</u>	<u>Y</u>	<u>Y</u>	<u>Y</u>
177	Unit 5	4-5	6-7							
184	Unit 2			less than		N			Y	
	Unit 5					N			Y	
255	Unit 2						N			Y
	Unit 5	4-5	1				N			Y
257	Unit 2			less than						
221	Unit 5						Y			N
295	Unit 2				N	N	N	Y	Y	Y
296	Unit 5						N			Y
327	Unit 2			less than		N			Y	
	Unit 5	4-5	1		N	N		Y	Y	
380	Unit 2					N			Y	
451	Unit 5					Y	Y		N	N
486	Unit 5	6-7	8-9							
520	The Unit	6-7	1		Y	Y	Y	N	N	N
571	Unit 2			less than			N			Y
624	Unit 5	4-5	1	less than			N			Y
694	Unit 2	8-9	1		N	N	N	Y	Y	Y
	Unit 5				N	N	N	Y	Y	Y
711	Unit 2						N			Y
	Unit 5						N			Y
715	Unit 2			less than	N	N	N	Y	Y	Y
	Unit 5				N		N	Y		Y

Note that most schools have only one unit to check out.

B. General to All Schools (one page for each unit)Unit 2 or 51. Role of Staff Teacher (teaching modes)

Unit Q, Page 3, Items 1 and 2

This section of Q was completed by each individual, not by the group.

Pages Q-30 and Q-31 provide Phase I data for each school by unit, by item, and by individual respondent. Match with Staff Q format and options.

Through interview and observation, the task is to get a general YES-NO sense of whether Phase I data and our judgements match on these two separate but related items. Limitations: (a) not necessarily all unit teachers responded, (b) we don't know individual responses, (c) we are limited to brief observation in the visit.

Item 1

Verify the reported range of instructional activities reported. Do teachers perform instructional roles--as a group--consonant with what was reported in Phase I?

Perfect or close match 1

Phase I vs Team mismatch 2

If mismatch, NARRATIVE explanation:

Item 2

Verify the reported percentages of students with which teachers have regularly scheduled instructional contact. Does it appear that unit staff have the spread of percentages as reported in Phase I?

Perfect or close match 1

Phase I vs Team mismatch 2

If mismatch, NARRATIVE explanation:

2. Instructional Practices: GROUPING

Unit Q, Page 11. The question here is one of definition. How did teachers interpret the Types of Learning Groups listed in Unit Q? (No data provided to verify; this is matter of clarification).

In particular, Center wonders HOW staff marked the situation where ...Student was working on individual workbook work, reading a text assignment, solving problems, etc. Each of these instances is individual work, no instructor, as Center interprets it.

Thus 49-89-129 would be the appropriate response in subject areas. They may have indicated 53-93-133 or 54-94-134, however.

Task: ask about this specifically; and for group as a whole indicate to what extent they made the appropriate distinction.

Appropriate Distinction	Somewhat Appropriate	Confused Inconsistent	Inappropriate Distinction	UN
1	2	3	4	5
		252	264	

XIII UNIT Q VERIFICATION/CLARIFICATION

B. General to All Schools (Information to use with Page Q-29)

1. Role of Staff Teacher

Items 1 and 2, Page 3, IIC Q

UNIT 2			UNIT 5		UNIT 2			UNIT 5	
Item	Item		Item	Item	Item	Item		Item	Item
1	2		1	2	1	2		1	2
Activ	%		Activ	%	Activ	%		Activ	%
<u>School 152</u>					<u>School 184</u>				
Teacher 1	1	80	0	80	Teacher 1	2	40	0	40
2	0	b	0	90	2	2	30	3	20
3	0	90			3			2	20
4	1	70			4			3	20
<u>School 177</u>					<u>School 221</u>				
Teacher 1	0	50	1	80	Teacher 1	0	30	b	80
2	1	90	2	80	2	0	50	0	90
					3	0	70	0	80
<u>School 327</u>					<u>School 394</u>				
Teacher 1	3	10	0	b	Teacher 1	1	50	0	70
2			3	30	2	1	50	0	70
					3	1	70	0	70
					4	1	50	0	50
					5	1	60		
<u>School 486</u>					<u>School 015</u>				
Teacher 1	3	0	1	60	Teacher 1	3	10	0	50
2	1	30	0	60	2	2	20	0	50
3	3	30	0	60	3	5	20	0	50
4			0	60	4	2	20	0	60
					5	3	90		
<u>School 063</u>					<u>School 076</u>				
Teacher 1	3	90	1	90	Teacher 1	0	40	0	80
2			1	90	2	0	80		
3			1	90					
<u>School 093</u>					<u>School 161</u>				
Teacher 1	3	90	2	90	Teacher 1	0	90	0	90
2	3	90	1	20	2	0	90	0	70
3			3	90	3	0	60	0	90
<u>School 255</u>					<u>School 127</u>				
Teacher 1	0	40	0	60	Teacher 1	0	60	0	60
2	3	50		30	2	0	60	0	
3	0	80	2	50	3	0	60	0	70

XIII UNIT Q VERIFICATION/CLARIFICATION

B. GENERAL to All Schools (Information to use with Page Q-29...continued)

UNIT 2			UNIT 5		UNIT 2			UNIT 5	
Item	Item		Item	Item	Item	Item		Item	Item
1	2		1	2	1	2		1	2
Activ	%		Activ	%	Activ	%		Activ	%
<u>School 257</u>					<u>School 295</u>				
Teacher 1	1	90	0	80	Teacher 1	0	70	0	90
2			0	80	2	0	70	0	90
					3	0	60	0	90
					4	0	50	0	90
<u>School 296</u>					<u>School 380</u>				
Teacher 1	2	20	0	50	Teacher 1	0	50	1	90
2	3	90	2	60	2	3	20	1	90
					3	0	70	3	90
					4			3	30
<u>School 451</u>					<u>School 460</u>				
Teacher 1	0	30	0	70	Teacher 1	1	30	1	60
2	0	40	0	70	2	1	20	2	20
3	0	30	0	70	3	3	20	2	70
4	0	30	0	70	4		10	2	70
					5	1	40	0	60
					6			2	30
<u>School 520</u>					<u>School 568</u>				
Teacher 1	3	30	3	80	Teacher 1	0	70	1	60
2			3	90	2	1	90	1	60
					3	1	90	1	60
					4	0	70	1	60
					5			1	60
<u>School 571</u>					<u>School 581</u>				
Teacher 1	0	80	0	30	Teacher 1	0	70	0	70
2	0	80	2	80	2	0	70	0	70
3	0	80			3	0	70		
<u>School 624</u>					<u>School 639</u>				
Teacher 1	0	80	1	90	Teacher 1	3	20	0	50
2	0	80	1	80	2	0	50	0	60
3	1	80	1	80	3	1	50	0	60
4	1	80	1	80	4	0	50		
					5	1	50		
					6		50		
<u>School 694</u>					<u>School 711</u>				
Teacher 1	1	20	1	90	Teacher 1	0	50	0	40
2	1	20	1	60	2	0	40	2	90
3	1	40	0	30					
4	1	40							
5	2	20							
<u>School 715</u>					<u>School 744</u>				
Teacher 1	1	20	0	50	Teacher 1	2	90	1	40
2	1	50	0	60	2	1	90	1	90
					3	1	90	1	50

XIII UNIT Q VERIFICATION

School

B. General to all Schools (cont.)

Unit 2 or 53. Unit Structure and Function

Obtain and enter data below. Center will verify against Phase I data.

- (a) Item 1, Page 13. Hours/week of school-day released time scheduled in fall for unit planning meetings = hours/week

NOTE: Must be school-day time, regularly scheduled, per week and not per day, and for UL and all unit staff.

Did unit have trouble with this item in the Q because of YES NO UN
any or all these factors, thus give inaccurate response?.. 1 2 3

- (b) Items 53-61, Page 19. Interview Response plus Team judgement.

	<u>Reading</u>	<u>Math</u>	<u>Lang Arts</u>
53-55 Condition Most Typical	0 1 2 3	0 1 2 3	0 1 2 3
56-58 Frequency of Regrouping	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
59-61 Regrouping Condition	0 1 2 3	0 1 2 3	0 1 2 3

- (c) Item 62, Page 20 Reading

HOW did staff respond to items 53, 56, 59? 0 1

If 1, what proportional part? %

- (d) Time Allocation, Items 63-68, Page 20. Interview response.

	<u>Reading</u>	<u>Math</u>	<u>Lang Arts</u>
63-65 Minutes/day in instruction?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
66-68 How instruction scheduled?	0 1 2 3	0 1 2 3	0 1 2 3

- (e) NARRATIVE. How does unit define "specific instructional objective?"
Is it global (learn to comprehend), less global (get main idea), more specific (recite multiplication tables for 1 to 10), or highly specific (learn 4 sounds for the letter 'a'). Amplify.

XIV UNIT PRACTICES

Brief Narrative. Determine thru whole visit:

Do units engage in cooperative planning? Is there group or dictated planning?

Does such planning result in smooth operation of continuous progress and IPM?

Does such planning result in differentiated staffing, utilization of various staff strengths?

(Consider special Center question #5).

APPENDIX F

Personnel Involved in the Conduct of Phase II

Personnel Involved in the Conduct of Phase II

Wisconsin Research and Development Center for Individualized Schooling

Dr. Thomas Romberg, ICE Evaluation Director
Ms. Deborah Stewart, Phase II Coordinator

Research Triangle Institute

Professional Staff

Larry Conaway
Arthur M. French
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B. Dean Bowles
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